<table>
<tr><th colspan="7">Years 1 and 2</th></tr>
<tr><th></th><th>Autumn A</th><th>Spring A</th><th>Summer A</th><th>Autumn B</th><th>Spring B</th><th>Summer B</th></tr>
<tr><td rowspan="2">English
Comprehension Plus - VIPERS</td><td colspan="3">Year 1
Listen and respond appropriately to adults and peers.
Understand the need to take turns.
Respond quickly with the correct sound to graphemes. (all 40+ phonemes).
Read words containing, taught GPCs and -s, -es, -ing, -ed, -er and –est endings.
Read common exception words
Draw on what they know and relevant information when discussing read books.
Ask relevant questions to extend understanding, vocabulary and knowledge.
Read accurately by blending sounds in unfamiliar words containing taught GPCs.
Make inferences based on what is being said and done.
Recognise and discuss the characteristics of stories, fairy stories and traditional tales.
Discuss word meanings and link to those already known.
Segment and blend words containing adjacent consonants, apply this in spelling.
Maintain attention and take an active part in conversations.
Participate in discussions about what is read to them.
Read aloud accurately.
Read words with contraction by understanding omission apostrophes.
Predict what might happen next.
Discuss the significance of title and events.
Check that the text makes sense and correct inaccurate reading.
Segment and blend 2 / 3 syllable words.
Form capital letters correctly.
Start to form lower-case letters in the correct direction.
Write ascenders and descenders correctly.
Put a finger space between words.
Form digits 0-9 correctly.
Keep the size of the letters the same.
Year 2
Give well-structured descriptions and explanations.
Read accurately by blending the sounds in words linked to taught graphemes.
Read accurately words of two or more syllables containing known GPCs.
Answer and ask questions about the texts and predict what might happen.
Discuss the sequence of events in books and how items of information are related.
Discuss and clarify the meaning of word.
Recognise one- syllable words with: a short vowel ending with a consonant, f/l/s/z., the final consonant will be doubled. Cliff.
Read common suffix and prefix words.
Listen to, discuss and express views about a wide range of texts.
Retell in detail a wide range of stories.
Recognise simple recurring literary language in stories and poetry.
Recognise where there is one consonant after a short vowel the consonant is doubled before the suffix is added, ed/er/est/ing/y.
Engage in conversations asking relevant questions and responding to comments.
Take turns and listen to what others say.
Read books aloud sounding out unfamiliar words accurately and without hesitation.
Read further exception words, noting links between spelling and sound and where they occur in a word.
Check that the text makes sense.
Talk about the way in which different non-fiction books are structured.
Make inferences based on what is being said and done as well as past experiences.
Recognise that: where a word ends with (le) proceeded by a short vowel there must be two consonants.
Form clear ascenders and descenders.
Use the diagonal and horizontal strokes needed to join letters.
Form all lower-case and upper-case letters accurately.
Understand which letters, when adjacent to one another, are best left unjoined.
Write capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters.
Use spacing between words that reflects the size of the letters.</td><td colspan="3">Year 1
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The /k/sound spelled ‘k’ before e, l and y. The /nk/sound found at the end of words usually comes after a vowel.
Spell words with a ‘y’ at the end of the word.
Read/spell words containing, taught GPCs and -s, -es, -ing, -ed, -er and –est endings.
Spell words with ai/ay/oi/oy.</td><td>Narrative writing, Descriptive writing, Leaflets, Poetry, Grandad’s Secret Garden
Year 1
Recognise and use plurals adding (es) to nouns ending in sh/ch/s/z/x.
Spell words beginning with ‘w’ and ‘qu’.
Spell words with soft ‘c’ before ‘e’, ‘i’ & ‘y’.
Use –ing, -ed, -er and –est.
Spell the long vowel sound I with split digraph i-e and o o-e.
Spell the long vowel oo spelt as u-e.
Spell words ar, ee, long vowel ea, short vowel ea, long/short vowel digraph er. Ir and ur, long/short vowel oo, digraph oa, oy, ow, ew,</td><td>Narrative writing, Information writing, Letter writing, Poetry, Dick Whittington, The Baker’s Boy
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Spell the long vowel oo spelt as u-e.
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	Use the prefix, un- to change meaning. Use the suffix, er and est, CVC words with vowel digraphs and trigraphs. Spell words beginning with 'wr'. Recognise and join in with predictable patterns. Match, blend and segment a wide range of CVC words with vowel digraphs and trigraphs. Put full stops in their writing. Separate words with spaces. Start writing with a capital letter. Recognise and use plurals add (s) to nouns. Recognise that proper nouns are preceded by a, an, the. Use the prefix, un- to change meaning. Use words and phrases to make a simple sentence. Say out loud what is going to be written. Write a sentence about something familiar. Ask, and respond to simple questions. Reread what has been written to make sure that it makes sense. Describe a character or setting. Write simple sentences to describe the beginning, middle and/or end of a story. Identify features of a non-fiction text. Use pictures and captions to find information. Identify word patterns. Recite some poems by heart. Year 2 Spelling j –dge at the end of words for short vowels and other short vowels. J spelled with a g. The /s/ sound spelled c before e, I and y. Kn and gn at the beginning of words. Common exception words. Wr at the beginning of words. Le/al/ and il at the end of words. Add a suffixes to an adjective. Use a capital letter for days of the week. Use question marks & exclamation marks. Use simple imperative verbs. Use simple prepositions. Use suffix to change adjectives into verbs. Write different types of sentences. Use a pronoun to replace a noun. Plan or say out loud what to write about. Write narratives about personal experiences and those of others. Evaluate writing by re-reading aloud with intonation to check that it makes sense. Write a story with a clear beginning, middle and end. Describe the appearance of characters. Include important facts in writing. Include key features of the text type. Use words and repeating phrases to create a Pattern or Shape poem. Recognise and can create words and simple phrases using alliteration.	ue. Name the letters of the alphabet in order. Use –ing, -ed, -er and –est. Begin to use a capital letter and a full stop. Begin to use question & exclamation marks. Recognise and use plurals adding (es) to nouns ending in sh/ch/s/z/x. Use simple adjectives. Add suffixes to verbs where the root does not need to be changed. Use 'and' to join words and clauses. Compose a sentence orally before writing it. Write more than one sentence. Write sentences about experiences. Discuss writing and identify ways in which it could be improved. Use simple sentences to describe key events in a story. Identify and use repeating patterns. Talk about key features of non-fiction texts. Know an index is arranged alphabetically. Use repeating patterns to create sentences and simple rhymes. Use alliteration. Year 2 The long vowel 'I' with y. -ed words ending in y changing to i. -er words ending in y changing to i. Adding 'ing/er' to words ending in 'e'. Adding ing/ed to words with one syllable. Or sounds spelled 'a' before ll. Short vowel sound 'o'. Spell more words with contracted forms. Write a wider range of exception words. Use capital letters and full stops. Use apostrophes to mark contractions. Use apostrophes to mark singular possession in nouns. Begin to use co-ordinating, conjunctions. Use present and past tenses correctly. Form nouns using suffixes such as –ness, -er, -est and by compounding. Use expanded noun phrases to describe and specify. Use subordination and co-ordination. Plan by writing down ideas and/or key words. Write about real events and poetry. Evaluate writing by re-reading to check that verbs to indicate time are used consistently. Use an increasing range of story openers in order to hook the reader. Describe the setting at the start of a story. 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Write about real events and poetry. Evaluate writing by re-reading to check that verbs to indicate time are used consistently. Use an increasing range of story openers in order to hook the reader. Describe the setting at the start of a story. Begin to write in a formal style. Include headings, numbers, bullet points and diagrams. Write a simple single verse poem using repeating patterns and rhyming words. Use simile in poetry. Use alliteration to create a short rhyme.

Years 3 and 4

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
English Comprehension Plus - VIPERS	Year 3 Share answers, arguments and opinions. Begin to apply knowledge of root words, prefixes and suffixes when reading aloud. Recognise a range of prefixes. Make inferences based on what is being	Year 3 Make basic predictions. Read further exemption words. Recognise increasing range of prefixes. Talk about the way in which different non-fiction books are structured.	Year 3 Share and justify answers, arguments and opinions. Apply knowledge of root words, prefixes and suffixes to understand the meaning. Ask questions to improve understanding of	Year 3 Share answers, arguments and opinions. Begin to apply knowledge of root words, prefixes and suffixes when reading aloud. Recognise a range of prefixes. Make inferences based on what is being	Year 3 Make basic predictions. Read further exemption words. Recognise increasing range of prefixes. Talk about the way in which different non-fiction books are structured.	Year 3 Share and justify answers, arguments and opinions. Apply knowledge of root words, prefixes and suffixes to understand the meaning. Ask questions to improve understanding of

	said and done as well as past experiences. Retrieve and record information from non-fiction texts. Check that the text makes sense, discuss understanding and explain the meaning of words in context. Segment and blend compound words. Perform poems and play scripts aloud. Year 4 Respond to the answers, arguments and opinions of others. Apply knowledge of root words, prefixes and suffixes to understand meaning. Recognise most prefixes. Read further exemption words. Identify the themes and conventions used in a wide range of books. Identify main ideas drawn from more than one paragraph and summarise accurately. Ask a range of questions to improve understanding of the text.	Summarise information from fiction and non-fiction texts. Discuss words and phrases that capture the reader’s interest and imagination. Prepare poems and play scripts to read aloud and perform. Year 4 Make reasoned predictions. Use elements of known words to decode new and unfamiliar words. Discuss the key features of main genres. Prepare poems and play scripts to read aloud and perform, using intonation, tone, volume and action effectively. Take part in discussion about books, taking turns to listen and respond. Evaluate and edit by assessing the effectiveness of own and others’ writing proposing changes to grammar and vocabulary to improve consistency. Ensure that events in a story are related to one another. Describe the impact of characters actions on others. Use tables and graphs to support ideas and points of view. Enable others to extract information from own text. Use detail and images observed to bring poetry to life.	the text. Take part in discussion about books, taking turns to listen to what others say. Segment and blend compound words. Year 4 Use spoken language to imagine and explore ideas. Recognise that where a word ends in ‘e’ and suffix begins with a vowel, remove the ‘e’ first. Use a dictionary to check the meaning of words read. Draw inferences, such as inferring characters’ feelings, thoughts and motives for their actions. Listen to and discuss a wide range of texts.	said and done as well as past experiences. Retrieve and record information from non-fiction texts. Check that the text makes sense, discuss understanding and explain the meaning of words in context. Segment and blend compound words. Perform poems and play scripts aloud. Year 4 Respond to the answers, arguments and opinions of others. Apply knowledge of root words, prefixes and suffixes to understand meaning. Recognise most prefixes. Read further exemption words. Identify the themes and conventions used in a wide range of books. Identify main ideas drawn from more than one paragraph and summarise accurately. Ask a range of questions to improve understanding of the text.	Summarise information from fiction and non-fiction texts. Discuss words and phrases that capture the reader’s interest and imagination. Prepare poems and play scripts to read aloud and perform. Year 4 Make reasoned predictions. Use elements of known words to decode new and unfamiliar words. Discuss the key features of main genres. Prepare poems and play scripts to read aloud and perform, using intonation, tone, volume and action effectively. Take part in discussion about books, taking turns to listen and respond. Evaluate and edit by assessing the effectiveness of own and others’ writing proposing changes to grammar and vocabulary to improve consistency. Ensure that events in a story are related to one another. Describe the impact of characters actions on others. Use tables and graphs to support ideas and points of view. Enable others to extract information from own text. Use detail and images observed to bring poetry to life.	the text. Take part in discussion about books, taking turns to listen to what others say. Segment and blend compound words. Year 4 Use spoken language to imagine and explore ideas. Recognise that where a word ends in ‘e’ and suffix begins with a vowel, remove the ‘e’ first. Use a dictionary to check the meaning of words read. Draw inferences, such as inferring characters’ feelings, thoughts and motives for their actions. Listen to and discuss a wide range of texts.
	Instructions, Information Writing, Letter Writing, Poetry to Perform, I was there… Viking invasion, Kennings Year 3 Use an increasing range of prefixes. Recognise that where a word ends in ‘e’ & suffix begins with a vowel remove the ‘e’. Use apostrophes in two-word contraction. Use of inverted commas for direct speech. Use commas in lists. Use increasingly complex adjectives. Use prepositions. Use the forms, a and an., Write simple sentences with simple subject/verb. Simple variation in sentence structure. Begin to use the diagonal and horizontal strokes needed to join letters. Identify examples of similar writing when planning own writing. Begin to compose and rehearse sentences building a varied and rich vocabulary. Attempt to use paragraphs to group related material. Use past tense for stories. Include more detail in opening to a story. Record key words and phrases. Use bullet points and notes. Perform poems and play scripts aloud. Recognise and use similes to compare two objects with similar characteristics. Year 4 Use an increasing range of prefixes. Recognise that where a word ends with a consonant immediately after a vowel and the suffix starts with a vowel. The final consonant must be doubled first.	Persuasive Writing, Recount, Information Writing, Poetry, The boy who grew dragons, The firework maker’s daughter, Dragon song Year 3 Spell words containing ‘ei’ , ‘eigh’ & ‘-ey’. Spell most homophones correctly. Use a thesaurus effectively. Use the prefix in-. Begin to use inverted commas to demarcate direct speech accurately. Use fronted adverbials. Use commas after fronted adverbials. Use adverbial starters to open/link paragraphs. Write a range of sentences with a main clause Write in the third person. Use the diagonal and horizontal strokes needed to join letters consistently. Understand which letters, when adjacent to one another, are best left unjoined. Begin to evaluate and edit by assessing the effectiveness of own and others’ writing and suggest improvements. Use examples of similar writing when planning own writing. Describe the appearance, and actions of characters. Use past tense for stories accurately. Make effective notes. Record important key words and phrases using a range of sources of information to support my work. Recognise an increasing range of poetry. Prepare poems and play scripts to read aloud and perform. Year 4	Descriptive Writing, Biography, Information Writing, Poetry, The Egyptian Cinderella, Living River Nile Year 3 Spell words with ‘sc’, Spell homophones and most near homophones. Use possessive apostrophe for singular noun. Use increasingly complex adverbial starters to open/link paragraphs. Use time connective phrases. Use increasingly complex prepositions. Recognise and use abbreviated words. Show knowledge of word families. Write simple sentences using repeated subject/verb. Some use of varied sentence structure. Write a sentence with a co-ordinate clause. Explore the use of different styles & scripts. Compose and rehearse sentences. Define paragraphs by organising ideas with related points placed next to each other. Evaluate and edit by assessing the effectiveness of own and others’ writing and suggest improvements. Introduce and describe key characters in the opening of a story to set the scene. Describe the appearance, actions and feelings of characters. Use heading, sub- heading and introductory sentences Begin to edit and restructure work.. Recognise and use complex similes to compare. Discuss the features of a range of poetry. Year 4	Instructions, Information Writing, Letter Writing, Poetry to Perform, Escape from Pompeii Year 3 Use an increasing range of prefixes. Recognise that where a word ends in ‘e’ & suffix begins with a vowel remove the ‘e’. Use apostrophes in two-word contraction. Use of inverted commas for direct speech. Use commas in lists. Use increasingly complex adjectives. Use prepositions. Use the forms, a and an., Write simple sentences with simple subject/verb. Simple variation in sentence structure. Begin to use the diagonal and horizontal strokes needed to join letters. Identify examples of similar writing when planning own writing. Begin to compose and rehearse sentences building a varied and rich vocabulary. Attempt to use paragraphs to group related material. Use past tense for stories. Include more detail in opening to a story. Record key words and phrases. Use bullet points and notes. Perform poems and play scripts aloud. Recognise and use similes to compare two objects with similar characteristics. Year 4 Use an increasing range of prefixes. Recognise that where a word ends with a consonant immediately after a vowel and the suffix starts with a vowel. The final consonant must be doubled first.	Descriptive Writing, Recount, Information Writing, Poetry, Charlotte’s Web Year 3 Spell words containing ‘ei’ , ‘eigh’ & ‘-ey’. Spell most homophones correctly. Use a thesaurus effectively. Use the prefix in-. Begin to use inverted commas to demarcate direct speech accurately. Use fronted adverbials. Use commas after fronted adverbials. Use adverbial starters to open/link paragraphs. Write a range of sentences with a main clause Write in the third person. Use the diagonal and horizontal strokes needed to join letters consistently. Understand which letters, when adjacent to one another, are best left unjoined. Begin to evaluate and edit by assessing the effectiveness of own and others’ writing and suggest improvements. Use examples of similar writing when planning own writing. Describe the appearance, and actions of characters. Use past tense for stories accurately. Make effective notes. Record important key words and phrases using a range of sources of information to support my work. Recognise an increasing range of poetry. Prepare poems and play scripts to read aloud and perform. Year 4 Add a prefix to a root word beginning with, ‘l’ which becomes ‘il’, ‘m, ‘p’, ‘r’ or ‘in’	Narrative, Information Writing, Poetry, Persuasive Writing, The lost treasure Year 3 Spell words with ‘sc’, Spell homophones and most near homophones. Use possessive apostrophe for singular noun. Use increasingly complex adverbial starters to open/link paragraphs. Use time connective phrases. Use increasingly complex prepositions. Recognise and use abbreviated words. Show knowledge of word families. Write simple sentences using repeated subject/verb. Some use of varied sentence structure. Write a sentence with a co-ordinate clause. Explore the use of different styles & scripts. Compose and rehearse sentences. Define paragraphs by organising ideas with related points placed next to each other. Evaluate and edit by assessing the effectiveness of own and others’ writing and suggest improvements. Introduce and describe key characters in the opening of a story to set the scene. Describe the appearance, actions and feelings of characters. Use heading, sub- heading and introductory sentences Begin to edit and restructure work.. Recognise and use complex similes to compare. Discuss the features of a range of poetry. Year 4 Spell words that have unstressed vowels or double consonants.

	Use the first three or four letters of a word to check the spelling and meaning of words in a dictionary. Recognise word families based on common words, showing how words are related in both form and meaning. Use an apostrophe to show possession. Use inverted commas to demarcate direct speech accurately. Use conjunctions to link ideas. Use complex prepositions. Use perfect verb form for time and cause, Write in the past tense. Write simple and compound sentences using a wider range of conjunctions, adverbs and prepositions. Write clearly, neatly and joined. Discuss and adapt examples of similar writing when planning writing. Compose and rehearse sentences. Use past tense for narration and simple present tense for writing speech. Include a dilemma that needs to be resolved in the story. Begin to generalise when expressing point of view. Include an introduction and a summary. Use an index to support work. Invent nonsense words and imaginary places to use in poetry. Use similes to help build up vivid images to include in nonsense poems, rhymes and riddles.	Add a prefix to a root word beginning with, 'l' which becomes 'il', 'm, 'p', 'r' or 'in' Recognise that where a word ends in 'y', in most words replace the 'y' with an 'i' before adding the suffix. Use the possessive apostrophe. Use an apostrophe where a plural ends in 's'. Use commas after fronted adverbials. Use increasingly complex conjunctions to link ideas. Expand descriptive phrases by using a list. Recognise the difference between plural and possessive –s Use standard English forms for verb inflections. Write in the present tense. Write sentences with a main and subordinate clauses. Begin to adapt style for different genres. Discuss and record developing ideas in detail when planning writing. Evaluate and edit by assessing the effectiveness of own and others' writing proposing changes to grammar and vocabulary to improve consistency. Ensure that events in a story are related to one another. Describe the impact of characters actions on others. Use tables and graphs to support ideas and points of view. Enable others to extract information from own text. Use detail and images observed to bring poetry to life. Recognise and use the features of a Tanka poem.	Spell words that have unstressed vowels or double consonants. Spell words with silent letters. Use the possessive apostrophe accurately in words with regular plurals. Begin to use inverted commas to demarcate indirect speech. Use a comma to indicate clauses. Use passive verbs. Use a range of imperative verbs. Use verbs to create tension and suspense. Use expanded noun phrase, by adding modifying adjectives, nouns and prepositional phrases. Use a range of sentence openings to highlight main ideas. Begin to use relative clauses. Increase the legibility, consistency and quality of handwriting. Use a style that suits the genre. Organise paragraphs around a theme. Proof-read for spelling and punctuation errors. Use paragraphs to show changes in time. Include description of more than one characters point of views, actions, impact on others and the direction of the story. Organise work effectively using structural features. Extract information from secondary sources. Explore unusual language effects such as onomatopoeia and metaphor to create impact, mood and emotion. Recognise and create a Cinquain poem	Use the first three or four letters of a word to check the spelling and meaning of words in a dictionary. Recognise word families based on common words, showing how words are related in both form and meaning. Use an apostrophe to show possession. Use inverted commas to demarcate direct speech accurately. Use conjunctions to link ideas. Use complex prepositions. Use perfect verb form for time and cause, Write in the past tense. Write simple and compound sentences using a wider range of conjunctions, adverbs and prepositions. Write clearly, neatly and joined. Discuss and adapt examples of similar writing when planning writing. Compose and rehearse sentences. Use past tense for narration and simple present tense for writing speech. Include a dilemma that needs to be resolved in the story. Begin to generalise when expressing point of view. Include an introduction and a summary. Use an index to support work. Invent nonsense words and imaginary places to use in poetry. Use similes to help build up vivid images to include in nonsense poems, rhymes and riddles.	Recognise that where a word ends in 'y', in most words replace the 'y' with an 'i' before adding the suffix. Use the possessive apostrophe. Use an apostrophe where a plural ends in 's'. Use commas after fronted adverbials. Use increasingly complex conjunctions to link ideas. Expand descriptive phrases by using a list. Recognise the difference between plural and possessive –s Use standard English forms for verb inflections. Write in the present tense. Write sentences with a main and subordinate clauses. Begin to adapt style for different genres. Discuss and record developing ideas in detail when planning writing. Evaluate and edit by assessing the effectiveness of own and others' writing proposing changes to grammar and vocabulary to improve consistency. Ensure that events in a story are related to one another. Describe the impact of characters actions on others. Use tables and graphs to support ideas and points of view. Enable others to extract information from own text. Use detail and images observed to bring poetry to life. Recognise and use the features of a Tanka poem.	Spell words with silent letters. Use the possessive apostrophe accurately in words with regular plurals. Begin to use inverted commas to demarcate indirect speech. Use a comma to indicate clauses. Use passive verbs. Use a range of imperative verbs. Use verbs to create tension and suspense. Use expanded noun phrase, by adding modifying adjectives, nouns and prepositional phrases. Use a range of sentence openings to highlight main ideas. Begin to use relative clauses. Increase the legibility, consistency and quality of handwriting. Use a style that suits the genre. Organise paragraphs around a theme. Proof-read for spelling and punctuation errors. Use paragraphs to show changes in time. Include description of more than one characters point of views, actions, impact on others and the direction of the story. Organise work effectively using structural features. Extract information from secondary sources. Explore unusual language effects such as onomatopoeia and metaphor to create impact, mood and emotion. Recognise and create a Cinquain poem

Years 5 and 6

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
English Comprehension Plus - VIPERS	Year 5 Apply knowledge of morphology and etymology to read new and unfamiliar words, focusing on the meaning and pronunciation of the word. Retrieve, record and respond to information. Summarise the main ideas drawn from more than one paragraph. Justify inferences and predict what might happen from details stated and implied. Draw detailed inferences of characters' feelings, thoughts and motives for their actions and justify with detailed evidence. Distinguish between fact and opinion. Identify how language, structure and presentation contribute to meaning. Identify and discuss themes and conventions in and across a wide range of writing. Recommend books read to peers giving reasons for choices. Participate in a range of discussions, presentations, performances and debates. Check that the book makes sense, discuss understanding and explain the meaning. Ask questions in order to improve understanding. Provide reasoned justifications with relevant textual reference. Ensure that letters and words in handwriting are appropriate in size and position. Ensure that handwriting is consistent & fluent. Adapt handwriting for different purposes. Year 6 Gain, maintain and monitor the interest of the listener. Select and use appropriate registers. Gain an understanding of new vocabulary by making connections with known vocabulary. Retrieve record and present information in a range of different ways. Draw detailed inferences of characters' feelings, thoughts and motives for their actions and justify with detailed evidence. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the idea. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Consider and evaluate effectively different viewpoints, attending to and building on the viewpoints of others.			Year 5 Apply knowledge of morphology and etymology to read new and unfamiliar words, focusing on the meaning and pronunciation of the word. Retrieve, record and respond to information. Summarise the main ideas drawn from more than one paragraph. Justify inferences and predict what might happen from details stated and implied. Draw detailed inferences of characters' feelings, thoughts and motives for their actions and justify with detailed evidence. Distinguish between fact and opinion. Identify how language, structure and presentation contribute to meaning. Identify and discuss themes and conventions in and across a wide range of writing. Recommend books read to peers giving reasons for choices. Participate in a range of discussions, presentations, performances and debates. Check that the book makes sense, discuss understanding and explain the meaning. Ask questions in order to improve understanding. Provide reasoned justifications with relevant textual reference. Ensure that letters and words in handwriting are appropriate in size and position. Ensure that handwriting is consistent & fluent. Adapt handwriting for different purposes. Year 6 Gain, maintain and monitor the interest of the listener. Select and use appropriate registers. Gain an understanding of new vocabulary by making connections with known vocabulary. Retrieve record and present information in a range of different ways. Draw detailed inferences of characters' feelings, thoughts and motives for their actions and justify with detailed evidence. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the idea. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Consider and evaluate effectively different viewpoints, attending to and building on the viewpoints of others.		

	Provide reasoned justification of views and challenge the views of others. Identify and discuss themes and conventions across a wide range of writing. Make comparisons within and across a wide range of books and distinguish between statements of fact and opinion. Check that a book makes sense by discussing understanding and exploration of meaning. Explain and discuss understanding of what has been read, including through formal presentations and debates. Ensure that handwriting is fluent with words and letters appropriately placed. Use different styles of handwriting and implements for different purposes. Use an effective personal style.			Provide reasoned justification of views and challenge the views of others. Identify and discuss themes and conventions across a wide range of writing. Make comparisons within and across a wide range of books and distinguish between statements of fact and opinion. Check that a book makes sense by discussing understanding and exploration of meaning. Explain and discuss understanding of what has been read, including through formal presentations and debates. Ensure that handwriting is fluent with words and letters appropriately placed. Use different styles of handwriting and implements for different purposes. Use an effective personal style.		
	Letter writing, Information writing, Recounts, Poetry, Germans in the woods, Anglo-Saxon boy Year 5 Words ending in: ious, cious, tial, cial, ant, ance, ent, ence, able, ible, ably, ibly. Use inverted commas to demarcate indirect speech. Use commas to mark clauses and phrases in a sentence accurately. Use fronted adverbials. Use subordinated conjunctions. Use expanded noun phrases to convey complicated information concisely. Write consistently using the correct tense. Write varied sentences both short and complex including a range of techniques. Identify and purpose for writing. Select appropriate grammar and vocabulary to change and enhance meaning. Ensure that the opening, development and conclusion are clearly related and varied. Ensure that the story conclusion makes reference to the scene set at the beginning. Ensure that each section or paragraph is clearly marked. Ensure that writing is factual and contains a well-structured introduction, conclusion/summary. Write poems using complex repeating patterns. Use complex similes and metaphor to create mood and impact Year 6 Words containing: short /i/, long /i/, /ou/ or /ow/ sound, ph, ce, /shuhl/, acc, ably, ible, ibly, ‘ent’, ence, er or ar at the end of words. Punctuate bullet points consistently. Use brackets, dashes or commas, to group and order associated information. Use a range of time conjunctions to summarise, and time adverbials to develop cohesion within and across paragraphs. Use a superlative to compare a noun with two items or more. Use correct subject and verb agreement when using singular and plural. Edit and reorder sentences to create greater impact or effect. Write consistently using the correct tense. Use a range of sentence structures, expanded phrases and clauses. Build cohesion within a paragraph. Make notes and develop initial ideas in detail. Draw on reading / research to support plans. Precise longer passages effectively.	Narrative writing, Instructions writing, Persuasive writing, Poetry, Oranges in no-man’s land, Ted Hughes Year 5 Words ending in: fer. Words with silent letters. Words containing: ie, ei, ough. Use ellipses to good effect. Use brackets within sentences to group and order associated information. Use an increasing range of subordinating conjunctions. Use comparatives to compare a noun with another item. Recognise standard English forms for verb inflections instead of local spoken forms. Use adverbial phrases. Use expanded descriptions. Use short sentences to create impact. Use relative clauses. Use a range of other or similar writing as a model for writing. Proof-read for consistent and correct use of the language of speech. Use shifts in time and place to help shape the story and guide the reader. Include action and dialogue. Exemplify points of view with clearly referenced factual evidence. Ensure that the main ideas in writing are supported by relevant argument or detail. Use a range of expressive and descriptive language to evoke emotion. Recognise and can create a Haiku poem. Year 6 Words containing the prefix: over, dis, un, im. Words containing the suffix: ful, Use the possessive apostrophe accurately in words with irregular plurals, Use semi-colons, colons or dashes to mark boundaries between clauses. Use colons and semi- colons to demarcate longer lists. Use a wide range of conjunctions to identify the link between ideas. Use modal verbs. Identify the difference between informal and formal writing and speech. Use opening and closing sentences to link ideas effectively, or an omitted relative pronoun. Use sentences of different lengths to create different effects. Link ideas across paragraphs using a wider range of cohesive device, repetition of a word or phrase grammatical connections and ellipsis. Use a wide range of devices to build cohesion within and across paragraphs.	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	Check for correct subject and verb agreement when using singular and plural. Write dialogue, action and descriptions that are detailed, varied and clear. Ensure that events re developed in the paragraphs around a main introductory sentence. Include reflective comments in conclusion and summaries. Report on an issue from a range of different views, supported by factual information and detail. Adapt the phrases used to portray a range of emotions. Use similes, metaphor and personification to create strong images.	Use a wide range of organisational and presentational devices to structure text. Proof-read the work of others providing suggestions for improvement. Make increasing use of sub-plots, detours, dilemmas and resolutions. Begin to interweave dialogue; action and description effectively. Use a range of elements of dialogue, action and description to good effect. Ensure that information is well-structured and convincing with good coverage of the main points or issues. Order the sections writing to ensure they are well- linked and that the coverage of information is balanced. Use an increasing range of language features to vary the pace, create impact, tension, and mood and to evoke emotion. Use imaginative language to create surreal, surprising, amusing and inventive poetry.	Check for correct subject and verb agreement when using singular and plural. Write dialogue, action and descriptions that are detailed, varied and clear. Ensure that events re developed in the paragraphs around a main introductory sentence. Include reflective comments in conclusion and summaries. Report on an issue from a range of different views, supported by factual information and detail. Adapt the phrases used to portray a range of emotions. Use similes, metaphor and personification to create strong images.	Use a wide range of organisational and presentational devices to structure text. Proof-read the work of others providing suggestions for improvement. Make increasing use of sub-plots, detours, dilemmas and resolutions. Begin to interweave dialogue; action and description effectively. Use a range of elements of dialogue, action and description to good effect. Ensure that information is well-structured and convincing with good coverage of the main points or issues. Order the sections writing to ensure they are well- linked and that the coverage of information is balanced. Use an increasing range of language features to vary the pace, create impact, tension, and mood and to evoke emotion. Use imaginative language to create surreal, surprising, amusing and inventive poetry.	Check for correct subject and verb agreement when using singular and plural. Write dialogue, action and descriptions that are detailed, varied and clear. Ensure that events re developed in the paragraphs around a main introductory sentence. Include reflective comments in conclusion and summaries. Report on an issue from a range of different views, supported by factual information and detail. Adapt the phrases used to portray a range of emotions. Use similes, metaphor and personification to create strong images.	Use a wide range of organisational and presentational devices to structure text. Proof-read the work of others providing suggestions for improvement. Make increasing use of sub-plots, detours, dilemmas and resolutions. Begin to interweave dialogue; action and description effectively. Use a range of elements of dialogue, action and description to good effect. Ensure that information is well-structured and convincing with good coverage of the main points or issues. Order the sections writing to ensure they are well- linked and that the coverage of information is balanced. Use an increasing range of language features to vary the pace, create impact, tension, and mood and to evoke emotion. Use imaginative language to create surreal, surprising, amusing and inventive poetry.