

Y6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Terminology p80	<p>Pupils must use and understand:</p> <ul style="list-style-type: none"> Y5 terminology Subject Object Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet point Active Passive 					
Spelling Appendix 1 p73 Spelling Rules 50	<p>Revision</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen (VPG)</p> <p>Use dictionaries confidently</p>	<p>Homophones and words that are often confused e.g. nouns end -ce and verbs end -se</p> <p>Prefixes and suffixes rules</p> <p>Use a thesaurus with confidence</p>	<p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen (VPG)</p> <p>Use dictionaries confidently</p>	<p>Homophones and words that are often confused e.g. nouns end -ce and verbs end -se</p> <p>Prefixes and suffixes rules</p> <p>Use a thesaurus with confidence</p>	Revision	Revision
<p>Year 5 and Year 6 word list P.71 Complex exception words (caught) Write from memory dictated sentences including punctuation</p>						
Handwriting	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task 					
Composition	<p>Plan writing by:</p> <ul style="list-style-type: none"> 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 In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p>Draft and Write by:</p> <ul style="list-style-type: none"> 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 Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining 	<p>Evaluate and Edit by:</p> <ul style="list-style-type: none"> 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 Ensuring correct subject and verb agreement when using singular and plural, Distinguishing between the language of speech and writing and choosing the Appropriate register 			<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

<p>VPG Appendix 2 Pg 74</p>	<p>Revision of Y5</p> <p>Recognising and using vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <ul style="list-style-type: none"> • repetition of a word or phrase, • grammatical connections e.g. the use of adverbials and ellipsis <p>How hyphens can be used to avoid ambiguity (spelling)</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>How words are related by meaning as synonyms and antonyms (big, large, little)</p> <p>Use of the passive to affect the presentation of information in a sentence</p>	<p>How hyphens can be used to avoid ambiguity (spelling)</p> <p>Punctuation of bullet points to list information</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Layout devices to structure text e.g. headings, sub-headings, columns, bullets, or tables</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices:</p> <ul style="list-style-type: none"> • repetition of a word or phrase, • grammatical connections e.g. the use of adverbials and ellipsis <p>Recognising and using vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>How words are related by meaning as synonyms and antonyms (big, large, little)</p>	<p>Revision</p>
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Word Reading	
Reading	<ul style="list-style-type: none"> • Read aloud and understand the meaning of the words on the Year 5/6 list • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Comprehension	
Reading Comprehension	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of text types and genre • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including 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 • 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 </div> <div style="width: 48%;"> <p>Understanding what pupils are reading by:</p> <ul style="list-style-type: none"> • 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 • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • 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 • 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. </div> </div>
Speaking and Listening	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>To be taught at a level appropriate to the pupils (ONGOING)</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments </div> <div style="width: 48%;"> <ul style="list-style-type: none"> • 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 , presentation, performances, role-play, improvisation and debates • Gain, maintain and monitor the interest of the listeners Consider and evaluate different viewpoints, attending to and building on the contributions of others. </div> </div>
GPC - grapheme, phoneme correspondences	