



National Curriculum Objectives	ENGLISH
EYFS:	RECEPTION
	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Recognising rhyming words.</li> <li>• Joining in with repeated words and phrases when sharing books.</li> <li>• Handling books correctly (orientation, turning single pages, left to right).</li> <li>• Recognising familiar words and signs (own name, logos etc).</li> <li>• Talk about stories using images– characters and key events.</li> <li>• Talk about stories told to them.</li> <li>• Introducing simple irregular words – I, to</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Giving meaning to marks made.</li> <li>• Recognising the initial sound in words.</li> <li>• Writing own name.</li> <li>• Using letters in mark making</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>• Focus on initial phonic sounds</li> <li>• Writing simple irregular words (I, to)</li> </ul> <p>Spoken Language:</p> <ul style="list-style-type: none"> <li>• Using appropriate language in play to represent roles and experiences.</li> <li>• Uses talk to share ideas and feelings.</li> </ul> <hr/> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Recognising individual sounds.</li> <li>• Linking sounds to letters.</li> <li>• Blending CVC words.</li> <li>• Recognising simple irregular common words.</li> <li>• Read simple words individually.</li> <li>• Recalling key parts of a story.</li> <li>• Using images to infer further information.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Recalling words written.</li> <li>• Segmenting sounds in simple words</li> </ul>



## English - Progression of Knowledge and Skills



	<ul style="list-style-type: none"><li>• Break the flow of speech into single words.</li><li>• Attempting to write short sentences.</li><li>• Using clear letters.</li><li>• Writing signs and labels.</li></ul> <p>Spelling:</p> <ul style="list-style-type: none"><li>• Representing some sounds accurately in sequence.</li><li>• Writing more simple irregular words (he, she, the)</li></ul> <p>Spoken Language:</p> <ul style="list-style-type: none"><li>• Introduce storylines and narratives into play.</li><li>• Explaining actions and events.</li><li>• Links ideas to a main theme or intention.</li></ul>
	<p>Reading:</p> <ul style="list-style-type: none"><li>• Read simple sentences.</li><li>• Decode unknown words using phase 2 and 3 phonic sounds.</li><li>• Recognise irregular common words.</li><li>• Retell stories in own words.</li><li>• Recap sentences once decoded..</li><li>• Recognise when words do not sound right in a sentence.</li></ul> <p>Writing:</p> <ul style="list-style-type: none"><li>• Writing simple sentences that can be read by self and others.</li><li>• Combining sentences to write simple stories.</li><li>• Writing sentences matched to spoken language.</li></ul> <p>Spelling:</p> <ul style="list-style-type: none"><li>• Application of phonic sounds taught (phase 2 and 3)</li><li>• Writing some irregular common words.</li><li>• Words are phonetically plausible</li><li>• Some words spelt correctly.</li></ul> <p>Spoken Language</p> <ul style="list-style-type: none"><li>• Use past, present and future forms accurately.</li><li>• Develop own narratives.</li><li>• Develop own explanations – clearly understood by others.</li><li>• Connecting ideas and events.</li></ul>
EYFS 2021	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories</p>



## English - Progression of Knowledge and Skills



Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

KEY STAGE 1:	YEAR 1	YEAR 2
	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Apply phonics knowledge to decode words.</li> <li>• Read words of more than syllable which contains GPC's known.</li> <li>• Read some phonically decodable books matched to phonics knowledge.</li> <li>• Listen to, discuss and enjoy a wide range of poems and stories beyond what they can independently read.</li> <li>• Link what they read to own experiences.</li> <li>• Talk about the significance of titles and events.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write from memory simple sentences.</li> <li>• Most letters are correctly formed and orientated.</li> <li>• Some spaces are left between words.</li> <li>• Write in appropriate styles for the set task.</li> <li>• Write sentences or sentence like structures that can be clearly understood.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Spell words containing phonemes taught so far (most words can be deciphered).</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read most words without overtly segmenting and blending once they are familiar.</li> <li>• Fully engage with reading and take pleasure from texts and books.</li> <li>• Listen to, discuss and express views about a wide range of texts (some of which can be read independently).</li> <li>• Make inferences based on what has been said and done.</li> <li>• Predict from what has been read so far.</li> <li>• Discuss the sequence of events in a book and how items are related.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write sentences form a short narrative.</li> <li>• Some sentences use capital letters and full stops correctly.</li> <li>• Form lower case letters correctly.</li> <li>• Use spacing between words.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Spell some words correctly using phonetically plausible attempts.</li> <li>• Spell some common exception words.</li> </ul>



## English - Progression of Knowledge and Skills



	<p><b>Spoken Language:</b></p> <ul style="list-style-type: none"><li>• Name the letters of the alphabet in order.</li><li>• Compose sentences orally</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Begin to read accurately by blending sounds in unfamiliar words.</li><li>• Read a range of simple common exception words.</li><li>• Read words with endings -es, -s, -ed, -ing and -est.</li><li>• Recognise and join in with predictable phrases in stories and poems.</li><li>• Listen to, discuss and enjoy a range of non-fiction texts, drawing on what they already know.</li><li>• Participate in discussion about what is read to them, taking turns and listening to each other.</li><li>• Explain clearly their understanding of what is read to them.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Recognise simple compound words.</li><li>• Sequence simple sentences (form short narratives based on real or fictional experiences).</li><li>• Often use 'and' to join words and clauses.</li><li>• Sometimes use a capital letter and full stop to show sentence boundaries.</li><li>• Sometimes use question mark or exclamation mark correctly.</li><li>• Begin to use some features of Standard English.</li><li>• Understand the difference between single and plural</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Spell words containing phonemes taught so far (most words can be deciphered).</li></ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"><li>• Compose orally simple poems.</li></ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Apply phonics knowledge and skills to decode quickly and accurately.</li><li>• Decode alternative sounds for graphemes.</li><li>• Read a wider range of common exception words, which have been taught (most words from Y2 spelling list)</li><li>• Show understanding of texts read independently – self-correct.</li><li>• Know and retell a wide range of stories.</li><li>• Read words containing common suffixes such as -ment, -less, -ness, -ful and -ly.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Write simple, clear narrative about fictional or real experiences.</li><li>• Most sentences have capital letters and full stops correctly placed.</li><li>• When appropriate, question marks are sometimes correct.</li><li>• Use present and past tense mostly correctly.</li><li>• Use co-ordination (or, and, but) and subordination (when, if because) to join clauses.</li><li>• Form capital and lower case letters correctly (size and direction).</li><li>• Use spacing between words that reflects the size of the letters.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Spell many words correctly using phonetically plausible attempts.</li><li>• Spell many common exception words.</li></ul>
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## English - Progression of Knowledge and Skills



	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Respond with the correct sound to graphemes for all 40+ phonemes including alternative sounds.</li> <li>Read pseudo (alien) words with accuracy including vowel digraphs and trigraphs.</li> <li>Become familiar with a range of stories and be able to retell them.</li> <li>Appreciate and recite some rhymes and poems.</li> <li>Discuss the meaning of new words, linking them to words they already know.</li> <li>Self-correct and re-read inaccurate reading.</li> <li>Infer on the basis of what is said and done.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Capital letters formed correctly for some names, places, the pronoun 'I' and days of the week.</li> <li>Most letters sit on the line correctly.</li> <li>Re-read writing to check it makes sense.</li> <li>Sometimes use adjectives for description.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Spell some words using the prefix un- and suffixes -ing, -ed, -er, -est when no change is made to the root word.</li> <li>Spell most common exception words in Year 1 Spelling list.</li> <li>Add suffixes s and es to words</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>Discuss own writing with others and make simple changes.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read some phonically decodable books with some fluency (sound out unfamiliar words automatically).</li> <li>Listen to, discuss and express views about a wide range of stories and take account of what others say.</li> <li>Discuss and express views about a range of non-fiction texts.</li> <li>Discuss and clarify the meaning of new words.</li> <li>Recognize simple recurring language in stories and poetry.</li> <li>Recite a range of poems off by heart using intonation.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write effectively and coherently narratives for different purposes drawing on their reading.</li> <li>Make simple additions and improvements to their writing.</li> <li>Use KS1 punctuation mostly correctly. (CL, FS, ? ! apostrophe for possession and commas for lists.</li> <li>Join some letters following whole school handwriting.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Spell most common exception words.</li> <li>Add suffixes to spell most words correctly (e.g. -ment, -ness, -ful, -less, -ly)</li> </ul>
<b>National Curriculum Objectives</b>		
<b>KEY STAGE 2:</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read most common exception words by sight noting unusual correspondence between spelling and sound.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read age appropriate texts with a range of fluency and accuracy – read at speed sufficient for them.</li> <li>Read most common exception words effortlessly.</li> </ul>

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.



## English - Progression of Knowledge and Skills



	<ul style="list-style-type: none"><li>• Use phonic skills to consistently and automatically address unfamiliar words.</li><li>• Listen to, discuss and express views about a wide range of fiction.</li><li>• Identify themes and conventions in a range of books.</li><li>• Predict what might happen based on what has been read.</li><li>• Check the text makes sense (re-reading./self-checking)</li><li>• Explain and discuss understanding of the text.</li><li>• Summarise key points about what they have read.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Write from memory simple sentences including common exception words and punctuation.</li><li>• Writing is legible.</li><li>• Capital letters and lower case are consistent in size and formation.</li><li>• Write to suit purpose and show some features of the genre being taught.</li><li>• Use a range of conjunctions (when, before, after, while, so) simple adverbs and time connectives.</li><li>• Consolidate knowledge of word classes.</li><li>• Use 'a' and 'an' according to whether the next word starts with a consonant or vowel.</li><li>• Usually use the correct tense appropriately.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Spell some words with the suffixes -ation, -ly, -sure, ssion, -tion.</li></ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"><li>• Compose and rehearse sentences orally. Talk about ideas in order to plan for writing.</li></ul>	<ul style="list-style-type: none"><li>• Use phonic knowledge to consistently and automatically address unfamiliar/challenging words.</li><li>• Identify themes and conventions in a range of books.</li><li>• Predict what might happen from details stated and implied.</li><li>• Check the text makes sense (re-reading)</li><li>• Explain and discuss understanding of a text (sequence of events)</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Writing is legible.</li><li>• All letters are consistently formed and the correct size and orientation.</li><li>• Appropriate letters are joined consistently.</li><li>• Write from memory simple, dictated sentences including familiar GPCs, common exception words and punctuation.</li><li>• Use apostrophes correctly to mark singular and plural possession.</li><li>• Describe characters, settings and plots with some powerful verbs, adverbs and adjectives.</li><li>• Use a wide range of conjunctions (when, if, so, because) adverbs and time connectives.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Add suffixes -sion, -ous, -ly</li><li>• Evaluate own and others writing (with some direction).</li></ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"><li>• Discuss and develop ideas in order to plan/draft writing.</li></ul>
	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Read age appropriate books with fluency and accuracy.</li><li>• Determine the meaning of new words by sometimes applying the knowledge of root words.</li><li>• Listen to and discuss a range of non-fiction texts.</li></ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Determine the meaning of new words by applying knowledge of root words and affixes.</li><li>• Fully engage with and enjoy reading a range of texts. Make choices and explain preferences.</li></ul>



## English - Progression of Knowledge and Skills



	<ul style="list-style-type: none"><li>Recognise some different forms of poetry and discuss differences.</li><li>Infer and justify from the text.</li><li>Ask questions related to a text.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Write a range of sentence types that are usually grammatically accurate. E.g. commands, questions and statements.</li><li>Consistent use of apostrophes for contractions and singular nouns.</li><li>Write in sequence (beginning, middle and end).</li><li>Describe characters, settings and/or plots in a simple way.</li><li>Begin editing own and others work with direction.</li><li>Identify and use a range of prepositions.</li><li>Begin to vary sentence openers used.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>Spell some words with prefixes dis-, mis-, in-, super-, anti-</li><li>Write words spelt 'eigh', 'ei' and 'ey'</li></ul>	<ul style="list-style-type: none"><li>Listen to, discuss and express views on fiction and non-fiction texts. Begin to justify.</li><li>Recognise several different forms of poetry.</li><li>Retrieve and record information from non-fiction texts.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Use paragraphs to organize information around a theme. Use titles and headings when writing non-fiction.</li><li>Proof read, edit and revise writing (with increasing independence).</li><li>Use a variety of sentence types and openers.</li><li>Use expanded noun phrases and adverbial phrases to expand sentences.</li><li>Use inverted commas accurately and use within narratives.</li><li>Usually use the past and present tense and third/first person consistently.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>Spell some words with suffixes which begin with a vowel.</li><li>Spell words with prefixes in-, il-, im-, re-, sub-, inter-, auto -</li></ul>
	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume.</li><li>Fully engage with a range of texts, making choices and explaining preferences.</li><li>Identify how language structure and presentation contribute to meaning.</li><li>Discuss words and phrases that capture interest and begin to think about the effect on the reader.</li><li>Begin skim-reading and scanning to find and write down key points.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Appropriate letters are joined according to the whole school writing approach.</li></ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>Prepare poems and play scripts to read aloud and perform demonstrating appropriate intonation and volume.</li><li>Draw inferences, comparisons and justify reasons.</li><li>Explain the meaning of words in context (use a dictionary if needed)</li><li>Identify and summarise main ideas drawn from more than one paragraph,.</li><li>Identify how language structure and presentation contributes to meaning.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Write in some different genres and use appropriate features of them.</li><li>Show awareness of the reader through writing choices.</li></ul>





## English - Progression of Knowledge and Skills



	<ul style="list-style-type: none"> <li>• Introduce apostrophes for plural possession.</li> <li>• With support, organize sections in a theme (paragraphs, headings, sub-headings)</li> <li>• Write to suit purpose and show most features of the genre being taught.</li> <li>• Sentences use capital letters, full stops, question marks, exclamation marks and commas for lists, with increasing security.</li> <li>• Describe characters, settings and/or plots with interesting detail.</li> <li>• Identify direct speech and begin to use inverted commas.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Spell a range of common homophones from the year 3/4 spelling list.</li> <li>• Spell most words from the year 3 spelling list.</li> </ul>	<ul style="list-style-type: none"> <li>• With accuracy, use capital letters, full stops, ?, !, commas for lists and fronted adverbials.</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Spell most homophones in the year 3/4 spelling list.</li> <li>• Spell the majority of words from the year 3/4 spelling list.</li> <li>• Write words spelt 'ch' (chemist, chef)</li> </ul>
	<b>YEAR 5</b>	<b>YEAR 6</b>
	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of new words by applying knowledge of root words and affixes.</li> <li>• Know securely the different pronunciations of words with the same letter string (bought, cough, rough)</li> <li>• Recommend books they have read to their peers and give reasons.</li> <li>• Discuss and comment on themes in a variety of genres.</li> <li>• Readily ask questions to enhance understanding.</li> <li>• Summarise the main ideas from more than one paragraph.</li> <li>• Read and enjoy a growing range of texts.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Write from memory, dictated sentences, including words from the KS2 curriculum.</li> <li>• Writing is legible and joined in personal style.</li> <li>• Use dialogue to indicate character and event.</li> <li>• Create interesting settings, characters, atmospheres and plots in stories with growing precision.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of new words by applying knowledge of root words and affixes.</li> <li>• Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> <li>• Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure.</li> <li>• Recommend books to others, giving reasons for choices.</li> <li>• Accurately identify and comment on the features, themes and conventions of a text.</li> <li>• During discussion, ask pertinent questions to enhance understanding.</li> <li>• Distinguish between fact and opinion.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Use paragraphs to organize ideas.</li> <li>• In narratives, describe settings and characters.</li> </ul>





## English - Progression of Knowledge and Skills



	<ul style="list-style-type: none"><li>• Evaluate own and others work making additions, revisions and corrections.</li><li>• Use a range of sentence openers and structures, including complex sentences.</li><li>• Use a dictionary/thesaurus to check and up level word choices.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Show growing confidence to spell most words with prefixes and suffixes in the year 3 and 4 appendix.</li><li>• Spell words with letters which are not sounded. (knight, solemn)</li><li>•</li></ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"><li>• Discuss and develop ideas in order to plan/draft writing.</li></ul>	<ul style="list-style-type: none"><li>• In non-narrative writing, use simple devices to structure writing (headings, subheadings, bullet points etc...)</li><li>• Using mostly correctly: CL, FS ? ! commas for lists, apostrophes for contraction.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Spelling most words correctly (Year 3 and 4 spelling list).</li><li>• Spelling some words correctly (Year 5 and 6 spelling list).</li><li>• Write legibly.</li><li>• Edit and improve my writing with support and independently.</li></ul>
	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Use appropriate intonation, tone and volume when reciting or reading aloud to an audience.</li><li>• Be familiar with a range of text types.</li><li>• Read and recite range of age appropriate poems.</li><li>• Provide explanations for the purpose of the language, structure and presentation of a text.</li><li>• Discuss the understanding of the meaning of words in context, finding other similar words.</li><li>• Make comparisons within and across texts.</li><li>• Draw inferences and justify with evidence from the text.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Use a hyphen to join a prefix to a root word.</li><li>• Write to suit purpose with some awareness of the audience (may include humour or suspense).</li><li>• Organise writing into sections or paragraphs creating cohesion.</li><li>• Maintain correct tense.</li><li>• Use a range of presentational devices including headings, subheadings, titles and bullet points.</li></ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Fluently and automatically read a range of age appropriate texts.</li><li>• Show familiarity with different text types specified in Y5/6.</li><li>• Identify language, structural and presentational features and how they contribute to meaning.</li><li>• Use contextual information to make sense of the text, exploring vocabulary.</li><li>• Identify the effect of language and evaluate its impact (figurative language)</li><li>• Make accurate and appropriate comparisons across texts.</li><li>• Make developed inferences and predictions.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Write effectively for a range of purpose and audiences.</li><li>• In narratives, describe settings, characters and atmosphere.</li><li>• Integrate dialogue to advance actions and convey characters.</li><li>• Use a range of devices to build cohesion (conjunctions, adverbials of time and place, relative pronouns)</li></ul>



## English - Progression of Knowledge and Skills



	<ul style="list-style-type: none"><li>• Use a range of vocabulary that is becoming more precise (verbs, adverbs and adjectives).</li><li>• Punctuation is mostly correct. CL . ? ! , “”</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Spell a few words containing prefixes and suffixes from the Y5/6 appendix (cious, cial).</li><li>• Spell some homophones from the Y5/6 appendix.</li></ul>	<ul style="list-style-type: none"><li>• Select a variety of grammar and vocabulary structures (active and passive voice, modal verbs).</li><li>• Use verb tenses correctly and consistently.</li><li>• Use a range of punctuation e.g. . , ; ( ) - :</li><li>• Edit and improve writing effectively and independently</li><li>• Handwriting legible when writing at speed.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Spell most words correctly (year 5 and 6 spelling list)</li></ul>
	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Fluently and automatically read a range of age appropriate texts.</li><li>• Discuss and evaluate how all authors use language including figurative language and its effect on the reader.</li><li>• Begin to distinguish fact from opinion.</li><li>• Retrieve, record and present information from non-fiction texts.</li><li>• Participate in discussion about books, expressing and justifying opinions, building on and challenging views of others.</li><li>• Explain what they know or have read through formal presentations and debates.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Sometimes extend use of punctuation by using ( ) - ... ; :</li><li>• Begin to recognize active and passive voice.</li><li>• With support, choose vocabulary and grammar to suit formal and informal writing.</li><li>• Begin to indicate degrees of possibilities using adverbs and modal verbs.</li><li>• Begin to recognize and use relative clauses within writing.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Spell some words from the Y5/6 spelling list.</li></ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Demonstrate they have learnt a wide range of poetry by heart.</li><li>• Identify key details which support main ideas and summarise from more than one paragraph.</li><li>• Participate in discussion about books, expressing and justifying opinions, building on and challenging others views.</li><li>• Explain understanding of what has been read through formal presentations and debates.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Pupils can write effectively for a range of purposes and independently choose the style/purpose and audience.</li><li>• To select appropriate levels of formality to reflect different styles of writing.</li><li>• Use a variety of punctuation correctly and to enhance meaning.</li></ul>