

Curriculum 2014
Objectives

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading Com	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Maintain positive attitudes to reading and understanding of what they read by:												
		The Lost Thing	Beowulf	The Arrival	Firebird	Saga of Bjorn	The Lost Happy Endings	Hidden Figures	Curiosity	Greenling	Unspoken	The Sleeper and the Spindle	

- 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	✓	✓					✓	✓			✓	
- 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												
- Learning a wider range of poetry by ear												
- 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												
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	✓		✓	✓	✓			✓			✓	✓
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		✓	✓		✓	✓	✓				✓	
- Predicting what might happen from details stated and implied		✓	✓		✓		✓				✓	✓
- 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	✓	✓					✓	✓					
	Distinguish between statements of fact and opinion							✓					✓	
	Retrieve, record and present information from non-fiction									✓				
	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	✓	✓				✓		✓				✓	
Transcription	Use further prefixes and suffixes and understand the guidance for adding them	✓			✓			✓		✓		✓	✓	
	Spell some words with 'silent' letters [for example, 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 English 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.		✓			✓			✓				
Grammar Year 5	Using expanded noun phrases to convey complicated information concisely		✓	✓	✓	✓	✓	✓	✓		✓		
	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]				✓								
	Verb prefixes [for example, dis-, de-, mis-, over- and re-]												
	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	✓	✓	✓			✓	✓	✓		✓	✓	
	Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>]		✓		✓	✓		✓	✓			✓	
	Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]	✓	✓		✓	✓		✓	✓			✓	
	Brackets, dashes or commas to indicate parenthesis		✓			✓		✓	✓			✓	
	Use of commas to clarify meaning or avoid ambiguity		✓			✓	✓	✓	✓		✓	✓	

Grammar Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>]	✓	✓											
	How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].		✓		✓	✓		✓				✓		
	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]							✓						
	Use of the colon to introduce a list and use of semi-colons within lists													
	Punctuation of bullet points to list information								✓					
	How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>]									✓				
Composition	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	✓							✓			✓		
	- In writing narratives, considering how authors have developed characters and settings in what pupils 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	✓	✓		✓	✓	✓	✓				✓	
	- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	✓									✓		
	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							✓	✓		✓		
	- 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							✓		✓	✓		✓	
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.						✓							
Text Types	Narrative												
	Fables, Myths, Legends										✓		

	Stories from other cultures													
	Stories set in an imaginary world						✓							
	Diaries													
	Setting description						✓							
	Play scripts													
	<i>Non-Fiction</i>													
	Instructions													
	Discussion texts													
	Explanation texts								✓					
	Non-chronological reports								✓					
	Recounts													
	Persuasion								✓					