



**Christ Church, Church of England (VC) Primary School**

*Aspire, celebrate and learn in an inclusive community.*

# NATIONAL CURRICULUM 2014

## Y5/6

## English

This document contains the Y5/6 writing composition, handwriting and transcription, Reading, Speaking and Listening.

### Writing Objectives for the end of Year 6

Learning objectives	Success criteria
<b>1.</b> Y5,6 WRITING HANDWRITING PRESENTATION Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>
<b>2.</b> Y5,6 WRITING HANDWRITING PRESENTATION Choosing the writing implement that is best suited for a task.	<i>I choose the writing tool that is best suited for a task.</i>
<b>3.</b> Y5,6 WRITING TRANSCRIPTION Use further prefixes and suffixes and understand the guidance for adding them.	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>
<b>4.</b> Y5,6 WRITING TRANSCRIPTION Spell some words with 'silent' letters [for example, knight, psalm, solemn].	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>
<b>5.</b> Y5,6 WRITING TRANSCRIPTION Continue to distinguish between homophones and other words which are often confused.	<i>I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
<b>6.</b> Y5,6 WRITING TRANSCRIPTION 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.	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>
<b>7.</b> Y5,6 WRITING TRANSCRIPTION Use dictionaries to check the spelling and meaning of words.	<i>I use a dictionary to check how words are spelled and what words mean.</i>
<b>8.</b> Y5,6 WRITING TRANSCRIPTION Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>
<b>9.</b> Y5,6 WRITING TRANSCRIPTION Use a thesaurus.	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>
<b>10.</b> Y5,6 WRITING COMPOSITION Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>
<b>11.</b> Y5,6 WRITING COMPOSITION Noting and developing initial ideas, drawing on reading and research where necessary.	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>
<b>12.</b> Y5,6 WRITING COMPOSITION Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.	<i>I plan my writing by considering how other authors have developed characters and settings.</i>
<b>13.</b> Y5,6 WRITING COMPOSITION Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
<b>14.</b> Y5,6 WRITING COMPOSITION describing settings,	<i>I review my work to further describe and develop settings,</i>

characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	<i>characters and the narrative atmosphere.</i>
<b>15.</b> .Y5,6 WRITING COMPOSITION Precising longer passages.	<i>I can precis a longer passage to create a short text with the same meaning.</i>
<b>16.</b> .Y5,6 WRITING COMPOSITION Using a wide range of devices to build cohesion within and across paragraphs.	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>
<b>17.</b> .Y5,6 WRITING COMPOSITION Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	<i>I use headings, bullet points and underlining to structure and guide a reader through my writing.</i>
<b>18.</b> .Y5,6 WRITING COMPOSITION Assessing the effectiveness of their own and others' writing.	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>
<b>19.</b> .Y5,6 WRITING COMPOSITION Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<i>I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
<b>20.</b> .Y5,6 WRITING COMPOSITION Ensuring the consistent and correct use of tense throughout a piece of writing.	<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>
<b>21.</b> .Y5,6 WRITING COMPOSITION Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>
<b>22.</b> .Y5,6 WRITING COMPOSITION Proof-read for spelling and punctuation errors.	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>
<b>23.</b> .Y5,6 WRITING COMPOSITION Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>
<b>24.</b> .Y6 WRITING VOCABULARY GRAMMAR PUNCTUATION Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	<i>I can write out formal speech or texts using appropriate vocabulary.</i>
<b>25.</b> .Y6 WRITING VOCABULARY GRAMMAR PUNCTUATION Using passive verbs to affect the presentation of information in a sentence.	<i>I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>
<b>26.</b> .Y6 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].	<i>I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</i>
<b>27.</b> .Y6 WRITING VOCABULARY GRAMMAR PUNCTUATION Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.	<i>I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>
<b>28.</b> .Y6 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</i>

<b>29.</b> .Y5 WRITING VOCABULARY GRAMMAR PUNCTUATION Using modal verbs or adverbs to indicate degrees of possibility.	<i>I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</i>
<b>30.</b> .Y5 WRITING VOCABULARY GRAMMAR PUNCTUATION Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	<i>I begin sentence clauses with who, which, where, when, whose, that or with.</i>
<b>31.</b> .Y5 WRITING VOCABULARY GRAMMAR PUNCTUATION Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	<i>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</i>
<b>32.</b> .Y5 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].	<i>I understating a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>
<b>33.</b> .Y5 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].	<i>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</i>
<b>34.</b> .Y5 WRITING VOCABULARY GRAMMAR PUNCTUATION Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].	<i>I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</i>
<b>35.</b> .Y5 WRITING VOCABULARY GRAMMAR PUNCTUATION Using commas to clarify meaning or avoid ambiguity in writing.	<i>I use commas to structure my sentences and clarify the meaning of a text.</i>
<b>36.</b> .Y6 WRITING VOCABULARY GRAMMAR PUNCTUATION Using hyphens to avoid ambiguity.	<i>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</i>
<b>37.</b> .Y5 WRITING VOCABULARY GRAMMAR PUNCTUATION Using brackets, dashes or commas to indicate parenthesis.	<i>I use brackets, dashes or commas to create an explanation section in a sentence.</i>
<b>38.</b> .Y6 WRITING VOCABULARY GRAMMAR PUNCTUATION Using semi-colons, colons or dashes to mark boundaries between independent clauses.	<i>I mark out separate clauses in a sentences by using a semi-colon or colon.</i>
<b>39.</b> .Y6 WRITING VOCABULARY GRAMMAR PUNCTUATION Using a colon to introduce a list.	<i>I use a colon to indicate the beginning of a list.</i>
<b>40.</b> .Y6 WRITING VOCABULARY GRAMMAR PUNCTUATION Punctuating bullet points consistently.	<i>I use bullet points accurately when constructing a list.</i>
<b>41.</b> .Y5 WRITING VOCABULARY GRAMMAR PUNCTUATION Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 5 grammar list.</i>
<b>42.</b> .Y6 WRITING VOCABULARY GRAMMAR PUNCTUATION Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 6 grammar list.</i>

## Strategies for supporting writing at home



### Writing

- ask them to tell you what are the best features of their writing
- discuss possible improvements, for example, how to include more detail, vary the pace of a story, or rephrase a sentence
- help them to use their reading to support them as writers, for example, ask them to look at how a writer they like uses varied sentences or organises paragraphs.



### Writing

- encourage their personal writing, for example, a journal or diary, social networking, a blog
- talk through their ideas with them before they start to write, for example, prompt them to think about how they intend to tackle a subject
- help them to reflect on their writing, particularly the effect they hoped to have on the reader, for example, is the reader sufficiently prepared for the ending?
- encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.



### Writing

- be an audience for their writing, feeding back on the impact their writing has had on you
- take an interest in what they write in other subject areas at school
- share newspaper, magazine articles or web texts that are written in interesting or engaging ways and explore how they might use these ideas in their own writing.


## Reading Objectives for the end of year 6

Learning objectives	Success criteria
<b>1.</b> Y5,6 READING COMPREHENSION Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</i>
<b>2.</b> Y5,6 READING COMPREHENSION Reading books that are structured in different ways and reading for a range of purposes.	<i>I understand what I read, even though books are set out in different ways and are written for different purposes.</i>
<b>3.</b> Y5,6 READING COMPREHENSION 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.	<i>I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.</i>
<b>4.</b> Y5,6 READING COMPREHENSION Recommending books that they have read to their peers, giving reasons for their choices.	<i>I like to recommend books I have read to my friends.</i>
<b>5.</b> Y5,6 READING COMPREHENSION Identifying and discussing themes and conventions in and across a wide range of writing.	<i>I am able to identify and discuss themes and conventions in and across a wide range of writing.</i>
<b>6.</b> Y5,6 READING COMPREHENSION Making comparisons within and across books.	<i>I can make comparisons within and across books I have read.</i>
<b>7.</b> Y5,6 READING COMPREHENSION Learning a wider range of poetry by heart.	<i>I have learnt a wider range of poems by heart.</i>
<b>8.</b> Y5,6 READING COMPREHENSION 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.	<i>I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.</i>
<b>9.</b> Y5,6 READING COMPREHENSION Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	<i>I check my understanding of books I have read through discussion and exploring the meaning of words.</i>
<b>10.</b> Y5,6 READING COMPREHENSION Asking questions to improve their understanding.	<i>I can ask questions about what I have read to further improve my understanding.</i>
<b>11.</b> Y5,6 READING COMPREHENSION Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</i>
<b>12.</b> Y5,6 READING COMPREHENSION Predicting what might happen from details stated and implied.	<i>From my reading, I can predict what may happen in a story from details given and suggested in the text.</i>
<b>13.</b> Y5,6 READING COMPREHENSION Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	<i>I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</i>
<b>14.</b> Y5,6 READING COMPREHENSION Identifying how language, structure and presentation contribute to meaning.	<i>I can show how language, structure and presentation all contribute to meaning in texts I read.</i>
<b>15.</b> Y5,6 READING COMPREHENSION Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	<i>I know authors use particular language which will have impact on me, the reader.</i>
<b>16.</b> Y5,6 READING COMPREHENSION Distinguish between statements of fact and opinion.	<i>I can distinguish between statements of fact and opinion.</i>
<b>17.</b> Y5,6 READING COMPREHENSION Retrieve, record and	<i>I can retrieve, record and present information from non-</i>



present information from non-fiction.	<i>fiction.</i>
<b>18.</b> .Y5,6 READING COMPREHENSION 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.	<i>I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.</i>
<b>19.</b> .Y5,6 READING COMPREHENSION 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.	<i>I can present or debate on topics I have read about, using notes if necessary.</i>
<b>20.</b> .Y5,6 READING COMPREHENSION Provide reasoned justifications for their views.	<i>I am able to justify my views.</i>
<b>21.</b> .Y5,6 READING WORD READING 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.	<i>I use the words and word parts that I can read and understand already to think about what new words mean and sound like.</i>


## Strategies for supporting reading at home

 **Reading**

- help them to think about the writer behind the text, for example:
  - why they chose the language they did?
  - why they organised the text in that way?
  - what effect they hoped to have on the reader?
- when looking for information in print or on-screen, encourage them to scan ahead and think about how helpful the text is, whether it is a biased or reliable source

 **Reading**

- give them regular opportunities to make their own choices in what they read at home, for example, visits to the library, magazines that cover out of school interests
- encourage them to develop their response to a text in more detail, for example, ask them to tell you how their feelings towards a character changed at different points in a story

 **Reading**

- keep an active interest in what they read by encouraging a wider reading diet, for example, reading more non-fiction, trying different authors or poetry
- talk to them about why they might either trust or distrust the sources of information they read.

## Objectives for Speaking and Listening for the end of year 6

<b>Learning objectives</b>	<b>Success criteria</b>
<b>1.</b> .Y5 SPEAKING SPOKEN LANGUAGE Listen and respond appropriately to adults and their peers.	<i>I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 5.</i>
<b>2.</b> .Y5 SPEAKING SPOKEN LANGUAGE Ask relevant questions to extend their understanding and knowledge.	<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 5.</i>
<b>3.</b> .Y5 SPEAKING SPOKEN LANGUAGE Use relevant strategies to build their vocabulary .	<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 5.</i>
<b>4.</b> .Y5 SPEAKING SPOKEN LANGUAGE Articulate and justify answers, arguments and opinions.	<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 5.</i>
<b>5.</b> .Y5 SPEAKING SPOKEN LANGUAGE Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .	<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 5.</i>
<b>6.</b> .Y5 SPEAKING SPOKEN LANGUAGE Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .	<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 5.</i>
<b>7.</b> .Y5 SPEAKING SPOKEN LANGUAGE Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<i>I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 5.</i>
<b>8.</b> .Y5 SPEAKING SPOKEN LANGUAGE Speak audibly and fluently with an increasing command of Standard English.	<i>I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 5.</i>
<b>9.</b> .Y5 SPEAKING SPOKEN LANGUAGE Participate in discussions, presentations, performances, role play, improvisations and debates.	<i>I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 5.</i>
<b>10.</b> .Y5 SPEAKING SPOKEN LANGUAGE Gain, maintain and monitor the interest of the listener(s).	<i>I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 5.</i>
<b>11.</b> .Y5 SPEAKING SPOKEN LANGUAGE Consider and evaluate different viewpoints, attending to and building on the contributions of others.	<i>I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 5.</i>
<b>12.</b> .Y5 SPEAKING SPOKEN LANGUAGE Select and use appropriate registers for effective communication.	<i>I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 5.</i>
<b>13.</b> .Y6 SPEAKING SPOKEN LANGUAGE Listen and respond appropriately to adults and their peers.	<i>I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 6.</i>
<b>14.</b> .Y6 SPEAKING SPOKEN LANGUAGE Ask relevant questions to extend their understanding and knowledge.	<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 6.</i>
<b>15.</b> .Y6 SPEAKING SPOKEN LANGUAGE Use relevant strategies to build their vocabulary .	<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 6.</i>
<b>16.</b> .Y6 SPEAKING SPOKEN LANGUAGE Articulate and justify answers, arguments and opinions.	<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 6.</i>
<b>17.</b> .Y6 SPEAKING SPOKEN LANGUAGE Give well-structured descriptions, explanations and narratives for	<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing</i>



different purposes, including for expressing feelings .	<i>my feelings up to the standard of spoken language expected by the end of Year 6.</i>
<b>18.</b> .Y6 SPEAKING SPOKEN LANGUAGE Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .	<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 6.</i>
<b>19.</b> .Y6 SPEAKING SPOKEN LANGUAGE Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<i>I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 6.</i>
<b>20.</b> .Y6 SPEAKING SPOKEN LANGUAGE Speak audibly and fluently with an increasing command of Standard English.	<i>I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 6.</i>
<b>21.</b> .Y6 SPEAKING SPOKEN LANGUAGE Participate in discussions, presentations, performances, role play, improvisations and debates.	<i>I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 6.</i>
<b>22.</b> .Y6 SPEAKING SPOKEN LANGUAGE Gain, maintain and monitor the interest of the listener(s).	<i>I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 6.</i>
<b>23.</b> .Y6 SPEAKING SPOKEN LANGUAGE Consider and evaluate different viewpoints, attending to and building on the contributions of others.	<i>I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 6.</i>
<b>24.</b> .Y6 SPEAKING SPOKEN LANGUAGE Select and use appropriate registers for effective communication.	<i>I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 6.</i>

## Strategies for supporting speaking and listening at home

 **Speaking and listening**

- encourage them to talk clearly and at length about their ideas
- listen to and talk about things that are not immediately familiar, such as items on the news
- play memory games, taking turns to answer questions about a story or film they've listened to
- encourage them to take on specific roles in their social life, for example, in a sports team, after school club.

 **Speaking and listening**

- find opportunities for them to talk at length about increasingly complicated ideas and situations, for example, explain an experiment they have done in science or a topical subject such as cyber bullying
- help them take more account of the listener's reaction when speaking, for example, when telling a story to a younger sibling making it exciting
- encourage them to listen and express their opinions about local and national issues in the news.



### **Speaking and listening**

- encourage them to take part in activities that involve presenting to an audience, such as a school assembly, parents' evening, at a place of worship or community centre
- discuss topical subjects of concern with them, for example, health issues such as diet, drugs and alcohol
- encourage them to take part in social activities to broaden their experience of using talk, for example, drama groups, making and performing music with others, taking part in voluntary or community work.