

	Reading/S&L (To..)	Writing (To..)
Year 3/4	<p><i>To develop positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> -listening to and discussing a 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 -using dictionaries to check the meaning of words that they have read -increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally -identifying themes and conventions in a wide range of books -preparing poems or play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -discussing words and phrases that capture the readers interest and imagination -recognising some different forms of poetry (free verse, narrative poetry etc.) <p><i>To understand what they have read, reading independently by:</i></p> <ul style="list-style-type: none"> -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -asking questions to improve their understanding of a text -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 -identifying how language, structure and presentation contribute to meaning -identifying main ideas drawn from more than one paragraph and summarising these -note-taking key/important/relevant information and turn into sentences <p><i>To retrieve and record information from non-fiction</i></p> <p><i>To participate in discussion about both books that are read to them and those they can read for themselves,</i></p>	<p><i>To plan their writing by:</i></p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write from model texts in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas -plans and writes stories using the structure: opening, dilemma/conflict/problem, resolution, ending <p><i>To draft and write by:</i></p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -To use paragraphs to organise ideas and group related ideas (yr3) -to use paragraphs to organise ideas around a theme, setting, character or time. (yr4) -to sequence events clearly -include the use of organisation devices to aid conciseness such as numbered lists, headings, bullet points etc -in narratives, create settings, characters (feelings and motives) and plot using description -in narratives, write showing a contrast in view point. -attempts to adopt a view point. -in non-narrative, use simple organisational devices (e.g. headings and sub-headings) -selects and uses formal and informal styles and vocabulary appropriate to the purpose/reader. -transform notes into sentences

	<p><i>taking turns and listening to what others say</i> <i>Listen and respond appropriately to adults and their peers</i></p> <p><i>Ask relevant questions to extend their understanding and knowledge</i></p> <p><i>Use relevant strategies to build their vocabulary</i></p> <p><i>Articulate and justify answers, arguments and opinions</i></p> <p><i>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></p> <p><i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></p> <p><i>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i></p> <p><i>Speak audibly and fluently with an increasing command of Standard English</i></p> <p><i>Participate in discussions, presentations, performances, role play, improvisations and debates</i></p> <p><i>Gain, maintain and monitor the interest of the listener(s)</i></p> <p><i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i></p> <p><i>Select and use appropriate registers for effective communication</i></p>	<p><i>To evaluate and edit by:</i> -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in a sentence -ensures relevant details are included</p> <p><i>To proof read for spelling and punctuation errors taking account of the reader.</i></p> <p><i>To read aloud own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</i></p>
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<p>Year 5/6</p>	<p><i>To maintain positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> -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/texts (e.g. traditional stories, other cultures etc.) -recommending books that they have read to their peers, giving reasons for their choices -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 <p><i>To understand what they read by:</i></p> <ul style="list-style-type: none"> -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 <p><i>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i></p> <p><i>To distinguish between statements of fact and opinion</i></p> <p><i>To retrieve, record and present information from non-fiction</i></p> <p><i>To 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></p> <p><i>To 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></p> <p><i>To provide reasoned justifications for their views</i></p> <p><i>Listen and respond appropriately to adults and their peers</i></p> <p><i>Ask relevant questions to extend their understanding and knowledge</i></p>	<p><i>To plan their writing by:</i></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 to engage reader and use this in own writing -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><i>To draft and write by:</i></p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action -precising longer passages -using a wide range of devices to build cohesion within and across paragraphs (yr 5) -using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining etc) -constructs appropriate openings and closings -using paragraphs purposefully to structure main ideas, experimenting with order and length; making links between paragraphs in a variety of ways e.g. adverbials of time (yr 6 – relate back to rest of text) -in narrative, engages reader with a problem and sustains interest until a suitable climax (yr 5) -interweaves elements of dialogue, action, description appropriately (yr 6) -using vocabulary choice, word order, sentence length and punctuation for effect. -sustains and develops ideas in interesting ways

<p><i>Use relevant strategies to build their vocabulary</i></p> <p><i>Articulate and justify answers, arguments and opinions</i></p> <p><i>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></p> <p><i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></p> <p><i>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i></p> <p><i>Speak audibly and fluently with an increasing command of Standard English</i></p> <p><i>Participate in discussions, presentations, performances, role play, improvisations and debates</i></p> <p><i>Gain, maintain and monitor the interest of the listener(s)</i></p> <p><i>Consider and evaluate different viewpoints, attending to and building on the contributions of others</i></p> <p><i>Select and use appropriate registers for effective communication</i></p>	<p><i>To evaluate and edit by:</i></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, distinguish between the language of speech and writing and choosing the appropriate register <p><i>To proof read for spelling and punctuation errors</i></p> <p><i>To perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear</i></p>
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