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| <b>READING</b> |  |
| <b>R 6.1</b>   | <b>ACCURATE READING</b>  |
| <b>R 6.1.1</b> | Read aloud an unfamiliar text of 500–600 words observing all punctuation, including commas.  |
| <b>R 6.1.2</b> | Decode any unfamiliar words using a range of strategies, including identification of prefixes and suffixes and knowledge of word families.       |
| <b>R 6.1.3</b> | Recognise on sight high frequency words, including homophones and near-homophones.   |
| <b>R 6.2</b>   | <b>READING ALOUD FOR PERFORMANCE</b>   |
| <b>R 6.2.1</b> | Represent a character effectively by using all the information available in the script, e.g. stage directions and responses of other characters. |
| <b>R 6.3</b>   | <b>READING COMPREHENSION: LITERAL</b>  |
| <b>R 6.3.1</b> | Identify words and phrases from more than one place in the text to support answers.  |
| <b>R 6.3.2</b> | Distinguish between the order in which events are narrated and the order in which they occur in the story.                                       |
| <b>R 6.3.3</b> | Use Contents, Index, Headings and Subheadings to quickly find information in a book and make notes of key points.                                |
| <b>R 6.3.4</b> | Select IT sources in order to find answers to questions.   |
| <b>R 6.4</b>   | <b>READING COMPREHENSION: INFERENCE</b>  |
| <b>R 6.4.1</b> | Infer a character's intentions from their actions and dialogue and say where this occurs in the text.  |
| <b>R 6.4.2</b> | Infer the meaning of idiomatic language using context and surrounding text.  |
| <b>R 6.4.3</b> | Interpret clues in the text as to what might happen later in the story, when guided by the teacher.  |
| <b>R 6.5</b>   | <b>READING COMPREHENSION: TEXT STRUCTURE AND PURPOSE</b>   |
| <b>R 6.5.1</b> | Understand the relationship between prose and diagram in non-fiction and prose and illustration in fiction.                                      |
| <b>R 6.5.2</b> | Read discussion, biographical and auto-biographical texts, identifying and distinguishing between fact and opinion.                              |

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| <b>WRITING</b> |  |
| <b>W 6.1</b>   | <b>COMPOSITION</b>   |
| W 6.1.1        | Use paragraphs, generally, with appropriate topic sentences in longer pieces of writing.   |
| W 6.1.2        | Write a short story (approx. 500 words), using dialogue to develop character(s) and giving sufficient additional detail to interest the reader.      |
| W 6.1.3        | Write approximately 400 words in a range of non-fiction genres, using appropriate structural and language features.                                  |
| W 6.1.4        | Evaluate and edit own writing to enhance effect on the reader and clarify meaning, e.g. by proposing changes to grammar, vocabulary and punctuation. |
| <b>W 6.2</b>   | <b>VOCABULARY</b>  |
| W 6.2.1        | Select the best word from a range of synonyms to convey subtle differences in meaning.   |
| <b>W 6.3</b>   | <b>HANDWRITING AND WORD PROCESSING</b>   |
| W 6.3.1        | Use a fast and fluent handwriting style that is legible and at least partially joined.   |
| W 6.3.2        | Compose a text on-screen, editing and improving it throughout the process.   |

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| <b>PHONICS FOR READING AND SPELLING</b> |  |
| <b>P 6.1</b>                            | <b>SPELLING</b>  |
| P 6.1.1                                 | Use knowledge of spelling rules to make the correct spelling choices (see Appendix A).   |
| P 6.1.2                                 | Spell 100 everyday words in the context of teacher-led dictation.  |
| P 6.1.3                                 | Add suffixes <i>ed</i> and <i>ing</i> to verbs where the root word needs to be changed (e.g. <i>clap, clapped, clapping; smile, smiled, smiling; try, tried, trying</i> ). |
| P 6.1.4                                 | Proofread text and correct any spelling errors.  |

| <b>GRAMMAR AND VOCABULARY</b> |   |
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| <b>GV 6.1</b>                 | <b>GRAMMAR for READING</b>  |
| <b>GV 6.1.1</b>               | Recognise a range of conjunctions, adverbs and prepositions used to link ideas and to aid cohesion within a text.   |
| <b>GV 6.1.2</b>               | Recognise how adverbs and adverbials impact on the verb in a sentence.  |
| <b>GV 6.1.3</b>               | Recognise all verb tenses, including future tenses and modal verbs indicating degrees of possibility e.g. <i>I will go, He might do it.</i>               |
| <b>GV 6.1.4</b>               | Identify all pronouns and explain how they avoid noun repetition and aid cohesion in a text.  |
| <b>GV 6.1.5</b>               | Identify all determiners and explain how they add accuracy and aid cohesion in a text.  |
| <b>GV 6.2</b>                 | <b>GRAMMAR for WRITING</b>  |
| <b>GV 6.2.1</b>               | Use a range of conjunctions, adverbials and prepositions to link ideas within and across paragraphs in a text.  |
| <b>GV 6.2.2</b>               | Use a range of adjectives, adverbs and prepositional phrases to enrich writing.   |
| <b>GV 6.2.3</b>               | Use a range of determiners to add accuracy and aid cohesion in writing.   |
| <b>GV 6.2.4</b>               | Use pronouns effectively to aid cohesion and avoid unnecessary repetition.  |
| <b>GV 6.2.5</b>               | Maintain tense consistency throughout a text when using all verb tenses (including future tenses and modal verbs such as <i>could, should and must</i> ). |
| <b>GV 6.2.6</b>               | Maintain grammatical agreement between nouns/pronouns and verbs to aid cohesion in a text.  |
| <b>GV 6.3</b>                 | <b>PUNCTUATION</b>  |
| <b>GV 6.3.1</b>               | In Independent Writing of more than two paragraphs, use capital letters, end-punctuation, speech marks and commas correctly.                              |
| <b>GV 6.3.2</b>               | Use apostrophes correctly in all contractions and to show possession (including distinguishing between <i>it's</i> and <i>its</i> ).                      |
| <b>GV 6.3.3</b>               | Use commas to clarify meaning and avoid ambiguity.  |
| <b>GV 6.3.4</b>               | Use all speech punctuation accurately in dialogue, including inverted commas, commas, full stops, question marks and exclamation marks.                   |