

LITERACY

YEAR	WORD READING	SPELLING	READING COMPREHENSION	COMPOSITION	VOCABULARY, GRAMMAR, PUNCTUATION	HANDWRITING
N	NW1 Recognise rhyme in spoken words	NS1 Write the first letter of own name	NR1 Join in with repeated refrains in stories and poems	NC1 Ascribe meaning to marks seen in different places	NV1 Use a capital letter for first letter of own name	NH1 Hold a pencil correctly
	NW2 Show interest in print in the environment	NS2 Write own name with the help of a name card	NR2 Anticipate key phrases in stories/ poems	NC2 Experiment with equipment to make large shapes/marks	NV2 Write own name using correct upper/lower case letters	NH2 Produce identifiable lower case letters with straight lines: i, l, t, k, z, x, v
	NW3 Recognise own name in print	NS3 Write own name independently	NR3 Anticipate key events in familiar stories	NC3 Experiment with equipment to make small shapes/marks		NH3 Produce identifiable lower case letters with curved lines: o, a, s, c
	NW4 Recognise familiar words in the environment [e.g. mum, dad, names, advertising logos]	NS4 Know which letter represents individual sounds: s, a, t	NR4 Anticipate key events in stories unknown	NC4 Explore mark making materials independently		NH4 Produce identifiable lower case letters with a mixture of straight and curved lines: [d, g, q] - [p, h, b, f] [r, n, m] - [u, w, y, e]
	NW5 Hold books correct way up, turning pages carefully	NS5 Know which letter represents individual sounds: p, i, n	NR5 Know stories have a beginning, middle and end	NC5 Give meaning to own mark making		
	NW6 Know information/stories can be relayed in the form of print	NS6 Know which letter represents individual sounds: d, h, r, m, c, e	NR6 Suggest how a story might end	NC6 Mark make in response to being asked to 'write'		
	NW7 'Read' stories using picture clues to structure narrative	NS7 Know which letter represents individual sounds: g, f, l, b, o, u	NR7 Name and talk about the main characters in a story	NC7 Use random letter strings when 'writing'		
	NW8 Know print in English is read left-right, top-bottom	NS8 Know which letter represents individual sounds: w, v, y, k, j, z	NR8 Talk about the main events in a story	NC8 Use random letter strings to write one word labels		
	NW9 Point to print as they 'read'	NS9 Know which letter represents individual sounds: qu, x	NR9 Talk about where the story takes place	NC9 Hear, say, record the initial sound for a one word label		
	NW10 Recognise recurring characters names in print [e.g. Biff, Chip, Kipper]					
	NW11 Say initial sound in word when reading					
	NW12 Recognise words: l, a, it, is, in,					

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R	RW1 'Read' stories using vocabulary influenced by books	RS1 Hear and record initial sounds in words: s, a, t	RR1 Say what happened at the beginning, middle, end of a story	RC1 Write a list using correct initial sound for each word	RV1 Use a full stop at the end of a caption or short sentence	RH1 Hold a pencil with correct tripod grip
	RW2 Continue a rhyming string	RS2 Hear and record initial sounds in words: p, i, n	RR2 Make guesses at unfamiliar words when reading using contextual/ syntactic clues	RC2 Write a list using correct initial and final sound for each word	RV2 Understand that a full stop marks the end of an idea	RH2 Form lower case letters starting in the correct place: o, a, s, d, g, c, q
	RW3 Use initial sounds to make guesses at words unknown	RS3 Hear and record initial sounds in words: d, h, r, m, e, ck	RR3 Know some common words/ phrases associated with fairy/traditional tales	RC3 Write a list using own ideas and read own list back to an adult	RV3 Leave spaces between words in sentences	RH3 Form lower case letters starting in the correct place: r, p, h, b, n, m, k
	RW4 Segment CVC words	RS4 Hear and record initial sounds in words: g, f, l, b, o, u	RR4 Enjoy/attempt to read an increasing range of books	RC4 Write labels using correct initial and final sound		RH4 Form lower case letters starting in the correct place: t, i, l, j
	RW5 Blend CVC words together	RS5 Hear and record initial sounds in words: w, v, y, j, z, qu, x	RR5 Know that information can be retrieved from books	RC5 Write labels using correct medial sound(s)		RH5 Form lower case letters starting in the correct place: w, y, u
	RW6 Read simple words: the, he, she, we, said, to,	RS6 Understand the process of segmenting spoken words into sounds before choosing graphemes to represent sounds	RR6 Read for meaning	RC6 Write labels using own ideas and read own label back to an adult		RH6 Form lower case letters starting in the correct place: e, f, z, x, v
	RW7 Read simple words: and, of, was, you, at, my,	RS7 Hear final sounds in CVC words	RR7 Answer a question about the sentence just read	RC7 Use initial sounds to represent words in a short caption		RH7 Form digits 0-9 ensuring they are the correct way around
	RW8 Read simple words: they, his, but, all, are, with	RS8 Hear short vowel sounds in CVC words	RR8 Answer questions about what is happening in the story based on what has just been read	RC8 Use initial sounds and random letter strings to form captions		
	RW9 Read simple words: for, had, so, can, out, her	RS9 Spell CVC words	RR9 Answer questions on why...	RC9 Write captions containing correctly spelt CVC words		
	RW10 Read simple words: there, like, went, that, what, have	RS10 Spell: the, it, is, a, l		RC10 Write captions using phonetically plausible spellings		
	RW11 Read first 100 common words	RS11 Recognise and use consonant digraphs: ch, sh, th		RC11 Write captions using own ideas /read own caption back to an adult		
	RW12 Read simple sentences consisting of common words, familiar names and CVC words	RS12 Name all the letters of the alphabet in order		RC12 Write captions using finger spaces between words		
		RS13 Spell CVCC and CCVC words		RC13 Write short sentences to represent the beginning, middle, end of a narrative		

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1	1W1 Segment words using corresponding grapheme/ phoneme for all letters of the alphabet	1S1 Spell small Year 1 common exception words	1R1 Link what they read to own experiences	1C1 Compose a sentence orally before writing	1V1 Understand that words in a sequence form sentences	1H1 Hold a pencil correctly and comfortably to maximise control
	1W2 Read Year 1 common exception words with two letters	1S2 Recognise and use vowel digraphs: ai, oa,	1R2 Join in and recognise predictable phrases	1C2 Think of own ideas for sentences	1V2 Demarcate simple sentences using full stops	1H2 Form lower case letters correctly starting/finishing in right place
	1W3 Segment words using consonant digraphs	1S3 Recognise and use common trigraph: igh	1R3 Retell fairy stories/traditional tales	1C3 Sequence sentences to form short narratives	1V3 Use capital letters at the beginning of simple sentences/for personal pronoun I	1H3 Form digits 0-9 correctly, starting and finishing in the right place
	1W4 Blend CVCC and CCVC words	1S4 Recognise and spell words with adjacent consonants at beginning and end of words.	1R4 Retell familiar/favourite stories	1C4 Sequence sentences to form short non narratives	1V4 Write simple grammatically accurate sentences punctuated with capital letters and full stops	1H4 Understand which letters belong to which handwriting 'family' and practise these
	1W5 Segment and blend words using vowel digraphs	1S5 Recognise and use sounds: ph, wh, ff, ll, ss, zz, ck, nk, -tch	1R5 Check the text makes sense to them as they read	1C5 Add own ideas into an existing narrative/non narrative structure	1V5 Join two main clauses with 'and'	1H5 Form capital letters correctly, starting and finishing in the right place
	1W6 Read longer Year 1 common exception words	1S6 Recognise and use endings: -ing, -ed, -er [where no change is needed to the root word]	1R6 Self-correct inaccurate reading	1C6 Use own ideas for writing	1V6 Use exclamation marks/question marks to demarcate simple sentences	
	1W7 Recognise and use alternative sounds for graphemes	1S7 Spell longer Year 1 common exception words	1R7 Predict what might happen next on basis of what has been read so far	1C7 Use familiar story language when retelling a narrative	1V7 Use capital letters for proper nouns	
	1W8 Read words with more than one syllable using GPCs taught	1S8 Recognise and use alternative spelling of the same sound: ai, ay	1R8 Describe the characteristics of fairy stories and traditional tales	1C8 Read own writing to others	1V8 Use adjectives to describe nouns within a piece of writing	
	1W9 Read words using common endings: -ing, -ed, -er, -est	1S9 Recognise and use alternative spelling of the same sound: ee, ea, y	1R9 Describe the characteristics of other sets of stories	1C9 Read work through with an adult, indentifying errors and successes	1V9 Use simple technical vocabulary within a non-fiction piece of writing	
	1W10 Read words using common endings: -s, -es,	1S10 Recognise and use alternative spelling of same sound: oa, ow, oe	1R10 Describe the characteristics of simple non-fiction texts	1C10 Re-read own writing to check that it makes sense		
	1W11 Read words with contractions	1S11 Recognise and use alternative spelling of the same sound: igh, ie, y	1R11 Discuss the significance of events in a text			
	1W12 Understand that words with contractions have an apostrophe representing an omitted letter	1S12 Recognise and use alternative spelling of the same sound: ue, ew	1R12 Discuss the meaning of new words			
		1S13 Recognise and spell words with a split digraph: a_e, e_e, i_e, o_e, u_e,	1R13 Make inferences on the basis of what is said and done			
		1S14 Recognise and use alternative spelling of the same sound: oi, oy	1R14 Answer questions on why characters' actions have taken place; use clues in text to support answer			
		1S15 Recognise and use alternative spelling of the same sound: ou, ow	1R15 Discuss the significance of the title			
		1S16 Recognise and use alternative spelling of the same sound: ar, er				
		1S17 Recognise and use alternative spelling of the same sound: er, ir, ur				
		1S18 Recognise and use alternative spelling of same sound: air, ear, are				
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1		<p>1S19 Recognise and spell words with sound: ear [hear/dear/year]</p> <p>1S20 Recognise and use alternative spelling of same sound: or, ore, aw</p> <p>1S21 Recognise and spell words with sounds: oo [book/look], ie [chief/field] au [author/astronaut]</p> <p>1S22 Recognise and be able to add endings: -s, -es</p> <p>1S23 Divide words into syllables</p> <p>1S24 Add -er and -est to adjectives [where no change is needed to the root word]</p> <p>1S25 Recognise and be able to add prefix un-</p> <p>1S26 Spell simple compound words using spelling patterns taught</p> <p>1S27 Understand that the sound 'k' comes before e, i, y [skin/kettle/panicky]</p> <p>1S28 Spell the days of the week</p>				

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2	2W1 Segment and blend words using alternative graphemes taught	2S1 Recognise/use alternative of same sound: j, g, -dge, -ge	2R1 Retell a wider range of familiar stories.	2C1 Understand the purpose of: stories, diaries, poems, reports	2V1 Use expanded noun phrases that contain an adjective and preposition to describe or specify	2H1 Form lower case letters of the correct size relative to one another
	2W2 Read words with two or more syllables containing GPCs taught	2S2 Recognise and use sounds: kn, gn, wr, wh	2R2 Retell accurately familiar fairy stories and traditional tales	2C2 Plan before composing using sections to build structure of work	2V2 Use subordinating conjunctions in sentences [when, if, that, because]	2H2 Start using some diagonal strokes needed to join letters
	2W3 Read words containing suffixes: ment, ness, ful, less, ly	2S3 Spell Year 2 common exception words	2R3 Discuss simple recurring literary language in stories and poems	2C3 Plan before composing by writing down ideas and key words including new vocabulary	2V3 Use coordinating conjunctions in sentences: [or, and, but]	2H3 Start using some horizontal strokes needed to join letters
	2W4 Read Year 2 common exception words	2S4 Recognise and spell words with -le, -el, -al, -il at the end	2R4 Discuss the meaning of words linking new meanings to known vocabulary	2C4 Sustain writing, writing longer pieces of work with a clear beginning, middle and end	2V4 Use capital letters and full stops in sentences that contain a conjunction	2H4 Understand which letters, when adjacent to one another, are better left unjoined
	2W5 Read compound words	2S5 Add -es to nouns and verbs ending in -y	2R5 Establish meaning of unknown words independently using context and how a word is spelt	2C5 Write longer pieces of work sustaining the content and organisation to the end	2V5 Start questions in different ways and demarcate with a question mark.	2H5 Write capital letters of the correct size in relation to each other and lower case letters
	2W6 Read familiar words fluently without the need for segmenting and blending	2S6 Add -ed, -ing, -er, -est to words ending in -y with a consonant before it	2R6 Self-correct inaccurate reading using contextual and syntactic clues	2C6 Start sentences in different ways including use of an adverb at the beginning of a sentence	2V6 Use exclamation marks in sentences of varied length	2H6 Write digits of the correct size in relation to each other
		2S7 Add -ing, -ed, -er, -est, -y to words ending in -e with a consonant before it	2R7 Predict what will happen in the next section of the text on the basis of what has been read so far	2C7 Re-read own work and check writing makes sense	2V7 Write in the present tense using verbs correctly	
		2S8 Add -ing, -ed, -er, -est, -y to words of one syllable ending in a single consonant after a single vowel	2R8 Understand the sequence of events in books and how information is related	2C8 Evaluate writing with an adult through: verbally discussing successes/errors linked to success criteria or discussion through marking	2V8 Write in the past tense using verbs correctly	
		2S9 Recognise and be able to spell words with suffixes: -ment, -ness, -ful, -less, -ly, -tion	2R9 Discuss cause and effect in narrative and non-fiction texts	2C9 Re-read own work and check that verbs have been used correctly for present/ past tense	2V9 Use words and phrases from familiar texts in own narratives to make writing more interesting [including use of repetition]	
		2S10 Spell contractions where the apostrophe is in place of an omitted letter	2R10 Discuss their favourite words and phrases from a text	2C10 Proof read work/check for errors in: spelling common words, past/ present tense, simple punctuation	2V10 Use technical vocabulary in own non narratives to make writing more interesting	
		2S11 Spell common homophones	2R11 Answer questions on the reason for a character's dialogue		2V11 Use commas to separate items in a list	
		2S12 Spell using the possessive apostrophe (singular nouns)	2R12 Identify how a character is feeling using text to support answer		2V12 Learn how to use sentences with different forms: statement, question, exclamation, command	
		2S13 Know and understand that /s/ sound is spelt c before e,i,y: [race, city, fancy]	2R13 Ask relevant questions about the characters and events they have just read about			
		2S14 Recognise and spell words with sounds: all/al (call, walk) o: (other, nothing)	2R14 Read and make sense of non-fiction texts that are structured in different ways including dictionaries			
		2S15 Spell words containing wa: (want, watch) qua: (quantity, quash) wo: (word, work) wa: (war, warm)	2R15 Identify synonyms for common adjectives in a text			
		2S16 Spell words containing -ey: (donkey, valley) where the plural of these is -s	2R16 Identify synonyms for common verbs in a text			
		2S17 Spell words using s as in: treasure, usual, television				

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3	3W1 Apply knowledge of common prefixes: un- , dis- , mis- , in- , im- , re- to read aloud unfamiliar words	3S1 Know the spelling rules when adding -ing , -en , -ed to root words	3R1 Understand purpose of reading narratives; understand that narratives can be structured in different ways	3C1 Plan the structural features of a given text type using a planning scaffold	3V1 Know and use correct form of a/an before a noun/ noun phrase	3H1 Use accurately and confidently the diagonal strokes needed to join letters
	3W2 Apply knowledge of common prefixes: un- , dis- , mis- , in- , im- , re- to understand meaning of new words	3S2 Recognise and spell words with the sound: ou [young, touch]	3R2 Understand purpose of non-fiction; understand non-fiction texts can be structured in different ways	3C2 Plan by noting ideas on structure, vocabulary of a given text type using a planning scaffold	3V2 Express time, place and cause using conjunctions: [when, before, after, while, so, because, although]	3H1 Use accurately and confidently the horizontal strokes needed to join letters
	3W3 Apply knowledge of common suffixes: -ing , -en , -er , -est to read aloud unfamiliar words	3S3 Use the first two or three letters of a word to check its spelling in a dictionary	3R3 Understand purpose of reading poetry and to understand that poetry can be structured in different ways	3C3 Begin to organise own writing into paragraphs, grouping related material effectively	3V3 Express time, place and cause using adverbs: [then, next, soon, therefore]	3H3 Know which letters, when adjacent to one another, are better left unjoined
	3W4 Apply knowledge of common suffixes: -ment , -ness , -ful , -less , -ly , -ous , to read aloud unfamiliar words	3S4 Spell words with prefixes: dis- , mis- , in- , im- , re-	3R4 Use dictionaries to check the meaning of words they have read	3C4 Create own setting for a narrative	3V4 Express time, place and cause using prepositions: [before, after, during, in, because of]	3W1 Space lines of writing sufficiently so ascenders and descenders of letters do not touch
	3W5 Apply knowledge of common suffixes: -ment , -ness , -ful , -less , -ly , -ous , to understand the meaning of new words	3S5 Spell words with suffix -ly to form adverbs [where no change is needed to the root word]	3R5 Discuss words and phrases in a text that capture the reader's interest and imagination	3C5 Create own characters for a narrative	3V5 Use the present perfect form of verbs [He has gone out to play]	
	3W6 Understand there are 'word families' which show how words are related in form and meaning	3S6 Spell words with suffix -ly to form adverbs [where change is needed to the root word]	3R6 Check a text makes sense to them as they read and explain the meaning of words in context	3C6 Create own plot for a narrative	3V6 Use inverted commas to punctuate direct speech	
		3S7 Spell words with suffix -ous	3R7 Predict what might happen from details stated and implied	3C7 Create own narrative with a setting, characters and plot	3V7 Research descriptive vocabulary used in given fictional text types	
		3S8 Spell words with ending -sion	3R8 Identify the main ideas drawn from more than one paragraph and summarise these	3C8 Include direct speech in a narrative	3V8 Research technical vocabulary used in given non-fiction text types	
		3S9 Spell more complex homophones	3R9 Retrieve/record information from non-fiction texts including one reason for something happening/existing	3C9 Write non-fiction texts using headings and subheadings	3V9 Research grammatical features of given text types	
		3S10 Spell words from the Year 3&4 Word List	3R10 Identify which words/phrases convey a character's feelings, mood or motive	3C10 Proof read own work and check for errors in: spelling of words in word list, use of conjunctions and inverted commas		

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4	4W1 Apply growing knowledge of root words to read words aloud effectively; understand meaning of new words	4S1 Revise spellings from Year 3&4 Word List	4R1 Read and know the features of a wide range of narratives including: myths and legends, adventure, mystery, playscripts	4C1 Plan the structural features of a given text type using own planning format	4V1 Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition	4H1 Join handwriting ensuring letters are a correct and consistent size relative to each other
	4W2 Note, when reading aloud, where there are unusual correspondences between spelling and sound	4S2 Spell words with suffix: -ation	4R2 Identify the themes in sets of books	4C2 Plan by noting ideas on structure, vocabulary, grammar of a given text type using own planning format	4V2 Expand nouns phrases using modifying adjectives or prepositions	4H2 Join handwriting fluently and with ease
	4W3 Test out different pronunciations of words when reading aloud and to select the correct pronunciation supported by context and syntax	4S3 Spell words with endings: -sure, -ture	4R3 Read aloud playscripts showing understanding of different characters' roles	4C3 Organise own paragraphs around a theme	4V3 Use fronted adverbials punctuated by a comma	4H3 Join handwriting ensuring writing is legible and presentation is of a high quality
		4S4 Know the rule when applying endings: -ion and -cian	4R4 Recognise some different forms of poetry and the features therein	4C4 Understand there are different types of settings and to select appropriately for own narrative	4V4 Use a comma after the reporting clause when punctuating direct speech	4H4 Use joined handwriting throughout independent writing
		4S5 Spell words with endings: -gue, -que	4R5 Ask questions to improve their understanding of a text	4C5 Understand there are different types of characters and to select appropriately for own narrative	4V5 Identify and use descriptive vocabulary appropriate for a given fictional text type	
		4S6 Spell using the possessive apostrophe with plural words	4R6 Use clues in the text to explain the differences between characters	4C6 Understand there are different types of plots and to select appropriately for own narrative	4V6 Identify and use technical vocabulary appropriate for a given non-fiction text type	
		4S7 Recognise and use alternative spelling of same sound: ei, eigh, ey	4R7 Infer a character's feelings, thoughts, motives from their actions, justifying inferences with evidence	4C7 Write own narrative using appropriate setting, characters and plot for the theme	4V7 Identify and use grammatical features appropriate for a given text type	
		4S8 Spell words with a 'y' elsewhere in the word than at the end	4R8 Consider possible alternatives to a character's actions and the effect that would have on events	4C8 Write own narrative using a clear structure, relevant description and correct punctuation throughout	4V8 Understand and use in writing Standard English forms of verb inflections instead of local spoken forms	
		4S9 Spell words where the 'k' sound is represented by a 'ch' [scheme, chorus, chemist]	4R9 Explain why the punctuation has been used in a particular sentence	4C9 Write non-fiction texts using bullet points and diagrams	4V9 Understand the grammatical difference between plural and possessive -s	
		4S10 Spell words where the 'sh' sound is represented by a 'ch' [chef, machine]	4R10 Identify how certain adjectives, order of sections and subheadings contribute to meaning	4C10 Write own non narrative using a clear layout, formal and technical vocabulary and correct punctuation throughout		
		4S11 Spell words where the 's' sound is represented by a 'sc' [science, scene]		4C11 Proof read own work and check for errors in: spelling of words in word list, use of pronouns, . , ? !' 4C12 Suggest improvements to grammar and vocabulary to make writing more effective 4C13 Independently assess effectiveness of writing against success criteria		

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5	5W1 Use a range of strategies to read any unfamiliar word independently and accurately	5S1 Covert nouns or adjectives into verbs using suffixes [-ate, -ise, -ify]	5R1 Read and know the features of a wide range of texts including: science fiction, fantasy, newspapers, brochures/leaflets, reference books	5C1 Plan writing by identifying the purpose of writing, selecting the appropriate form and using other similar writing as models for their own	5V1 Use and understand the purpose of a thesaurus	5H1 Use joined handwriting throughout independent writing with increasing speed
		5S2 Spell words using verb prefixes: dis-, de-, mis-, over-, re-	5R2 Recommend books to their peers, giving reasons for choices	5C2 Plan writing by developing initial idea gathered after independent reading or research	5V2 Understand how to convert nouns and adjectives into verbs	5H2 Know and understand the standard of presentation expected for particular tasks
		5S3 Spell words with endings: -cious, -tious	5R3 Distinguish between statements of fact and opinion	5C3 Use consistent and correct tense throughout a piece of writing	5V3 Use relative clauses beginning with: who, which, where, when, whose, that or an omitted relative pronoun	
		5S4 Spell words with endings: -cial, -tial	5R4 Retrieve information from nonfiction texts which is then recorded and presented verbally using own language choices	5C4 Use correct subject verb agreement when using singular and plural	5V4 Indicate degrees of possibility using adverbs [perhaps, surely]	
		5S5 Spell words with endings: -ant, -ance, -ancy, -ent, -ence, -ency	5R5 Recognise and ask about the word/phrase that is key to the meaning of a passage of text	5C5 Distinguish between the language of speech and writing for particular purposes	5V5 Indicate degrees of possibility using modal verbs [might, should, will, must]	
		5S6 Spell words with endings: -able, -ible, -ably, -ibly	5R6 Describe what a word/phrase tells the reader about a character or event giving justification for views	5C6 Integrate dialogue within a narrative to convey character	5V6 Use devices to build cohesion within a paragraph [then, after that, this, firstly]	
		5S7 Spell words containing letter string: ough	5R7 Recognise the main theme of a text and give evidence to support answer	5C7 Create atmosphere within a narrative	5V7 Link ideas across paragraphs using adverbials of time, place, number or tense choices	
		5S8 Spell words with silent letters that cannot be predicted from pronunciation [excluding kn, gn, wr, wh]	5R8 Recognise and select the visual and linguistic features of different types of text	5C8 Write non narrative using persuasive language	5V8 Use brackets, dashes, commas to indicate parenthesis	
		5S9 Spell words from the Year 5&6 Word List	5R9 Summarise the main ideas of a text, identifying key details that support the main ideas	5C9 Write own narrative using correct structural, linguistic and grammatical features of a particular genre	5V9 Use commas to clarify meaning and avoid ambiguity	
		5S10 Use first three or four letters of a word to check spelling and meaning in a dictionary	5R10 Identify why the author has chosen a specific word/phrase to describe a character or action giving justification for their views	5C10 Write own non narrative using correct structural, linguistic and grammatical features of a particular genre	5V10 Punctuate bullet points, in non narrative, consistently	
			5R11 Identify the effect the author has created through their use of punctuation or sentence types giving justification for their views	5C11 Proof read own work and check for errors in: spelling of words in word list, use of parenthesis and use of tense throughout		
			5R12 Identify how imagery and/or different sentence types contribute to meaning	5C12 Understand, when editing, that choices in vocabulary can change meaning		
			5R13 Identify how the given starting and ending points of a passage of text contribute to meaning	5C13 Assess effectiveness of writing against structural, linguistic and grammatical features of particular genre		

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6		6S1 Revise spellings from Year 5&6 Word List	6R1 Read and know the features of a wide range of texts including: historical fiction, horror, folktales, adverts, biographies, letters	6C1 Plan writing by identifying the audience for the writing, selecting the appropriate form and using other similar writing as models for their own	6V1 Use a thesaurus effectively	6H1 Choose the writing implement best suited for a task
		6S2 Spell homophones correctly and other words that are often confused	6R2 Increase familiarity with: fiction about the distant past, modern fiction and fiction from our literary heritage	6C2 Plan using note taking skills	6V2 Know how words are related by meaning as synonyms and antonyms	6H2 Develop a legible, personal, fluent style that can be written at speed
		6S3 Spell words that include a hyphen	6R3 Identify how the author adapts language to create effect [imagery, personification, metaphor]	6C3 Consider how authors have developed specific narrative/ nonfiction genre and to note devices they will try to replicate in own writing	6V3 Link ideas across paragraphs using: repetition of words/phrases, ellipsis, grammatical connections [<i>on the other hand, in contrast</i>]	6H3 Understand some tasks require unjoined handwriting and to identify when to use this
		6S4 Add suffixes beginning with vowel letters to words ending in -fer	6R4 Discuss and evaluate how authors use figurative language and the impact that has on the reader	6C4 Use a wide range of devices to build cohesion within and across paragraphs	6V4 Use a colon to introduce a list	
		6S5 Understand the rule 'i before e except after c' and the exceptions to this rule	6R5 Identify the author's intention when using formal/informal language and the effect it creates	6C5 Integrate dialogue within a narrative to convey character	6V5 Use a semi colon, colon, dash to mark the boundary between independent clauses	
			6R6 Select and summarise the key points of a passage of text which describe characters and/or actions	6C6 Choose register appropriate to task/ genre	6V6 Use semi colons within lists	
			6R7 Identify how the structure of a passage of text mirrors meaning	6C7 Write a completed narrative using correct structural, linguistic and grammatical features of a particular genre in a given time	6V7 Understand the use of different layout devices to structure text: columns, tables	
			6R8 Identify and discuss themes and conventions across a wide range of writing	6C8 Write a completed non narrative using correct structural, linguistic and grammatical features of a particular genre in a given time	6V8 Understand the difference between, identify and use vocabulary typical of formal/ informal speech	
			6R9 Make comparisons within and across books	6C9 Précis longer passages when writing	6V9 Understand the difference between sentence structures typical of formal/ informal speech	
				6C10 Select appropriate grammar and vocabulary to enhance meaning	6V10 Use the passive	
				6C11 Independently assess effectiveness of writing against structural, linguistic and grammatical features of particular genre		
				6C12 Proof read own work and check for errors in: spelling of words in word list, use of parenthesis and use of tense throughout		
				6C13 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		