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| At St Buryan English … |
|  **Spoken Word Pupils should be taught to:** |
| * listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* use relevant strategies to build their vocabulary
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* speak audibly and fluently with an increasing command of Standard English
* participate in discussions, presentations, performances, role play, improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
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| **Reading – Word reading** **Pupils should be taught to:** | **Handwriting and presentation** **Pupils should be taught to:** | **Writing – Grammar, Vocabulary and Punctuation** **Pupils should be taught to:** |
| * 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.
 | * write legibly, fluently and with increasing speed by:
* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
* choosing the writing implement that is best suited for a task.
 | **develop their understanding of the concepts set out in English Appendix 2 by:*** recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
* using passive verbs to affect the presentation of information in a sentence
* using the perfect form of verbs to mark relationships of time and cause
* using expanded noun phrases to convey complicated information concisely
* using modal verbs or adverbs to indicate degrees of possibility
* using relative clauses beginning with who, which, where, when, whose, thator with an implied (i.e. omitted) relative pronoun
* learning the grammar for years 5 and 6 in English Appendix 2

**indicate grammatical and other features by:*** using commas to clarify meaning or avoid ambiguity in writing
* using hyphens to avoid ambiguity
* using brackets, dashes or commas to indicate parenthesis
* using semi-colons, colons or dashes to mark boundaries between independent clauses
* using a colon to introduce a list
* punctuating bullet points consistently
* use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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| **Writing - Transcription** **Pupils should be taught to:** |
| Spelling(see [**English Appendix 1**](#EnglishAppendix1Spelling)**)*** 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.
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| **Reading Comprehension** | **Writing – Composition** |
| **Pupils should be taught to:*** maintain positive attitudes to reading and understanding of what they read by:
* 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
* 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

**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.
 | **Pupils should be taught to:****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.
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