



Long Term Plan: English

Term: Autumn 1

Year group: Y6

Topic: World War II: The Battle of Britian

Handwriting and Presentation (evidence to be seen across all genres)

- Pupils should be taught to write legibly , fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices
- Deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

Term	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Readers
<p>Weeks 1- 4 Diary Entry</p> <p>Weeks 5-7 Information text</p>	<p>Letters from the Lighthouse</p>	<p>WW2 topic books</p>	<p>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.</p> <p>Vocabulary 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.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Prediction Predicting what might happen from details stated and implied.</p> <p>Retrieve Retrieve, record and present information from non-fiction.</p> <p>Summarise Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Continue to distinguish between homophones and other words, which are often confused.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Revision Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using fronted adverbials, including using commas after fronted adverbials.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p>Character Description – accessed for baseline Diary Entry Information Text about WWII</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - noting and developing initial ideas, drawing on reading and research where necessary. - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p>Draft and write by:</p> <ul style="list-style-type: none"> -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs. - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -- distinguishing between the language of speech and writing and choosing the appropriate register. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - 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 -assessing the effectiveness of their own and others’ writing. -Proofread for spelling and punctuation errors -Use dictionaries to check the spelling and meaning of words -Use a thesaurus - ensuring correct subject and verb agreement when using singular and plural. - ensuring the consistent and correct use of tense throughout a piece of writing. <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>A Boy called Hope – Lara Williamson</p> <p>Illegal by Eoin Colfer</p> <p>The Girl of Ink and Stars by Kiran Milwood Hargrave</p> <p>SeaBEAN by Sarah Holding</p> <p>The Silver Sword by Ian Serrailer</p> <p>The Goldfish Boy</p> <p>delete as appropriate</p>

Spoken Language (evidence to be seen across all genres)

- 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, roleplay/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.
- Select and use appropriate registers for effective communication.



Long Term Plan: English

Term: Autumn 2

Year group: Y6

Topic: Locational Knowledge- Links to Science

Handwriting and Presentation (evidence to be seen across all genres)

- Pupils should be taught to write legibly , fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices
- Deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.
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Term	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Readers
<p>Week 1-4 Explanation Text</p> <p>Week 5-7 Narrative 7</p>	<p>Can I Build another me? by Shinsuke Yoshitake</p>	<p>The Bear and the Hare (Literacy Shed)</p> <p>Explanation Texts WAGOLLS</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Vocabulary 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.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Explain Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books. Distinguish between statements of fact and opinion.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using a colon to introduce a list.</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Revision Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using and punctuating direct speech.</p>	<p>Explanation text Narrative – Christmas Theme</p> <p>Plan their writing by:</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. -noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -precising 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. -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. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -distinguishing between the language of speech and writing and choosing the appropriate register. -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. -Proofread for spelling and punctuation errors. -Use dictionaries to check the spelling and meaning of words. -Use a thesaurus. 	<p>A Boy called Hope – Lara Williamson</p> <p>Illegal by Eoin Colfer</p> <p>The Girl of Ink and Stars by Kiran Milwood Hargrave</p> <p>SeaBEAN by Sarah Holding</p> <p>The Silver Sword by Ian Serrailer</p> <p>The Goldfish Boy</p> <p>delete as appropriate</p>

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- 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, roleplay/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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Long Term Plan: English

Term: Spring 1

Year group: Y6

Topic: Lincoln's part in World War II

Handwriting and Presentation (evidence to be seen across all genres)

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<p>Weeks 1-3 Newspaper report</p> <p>Weeks 4-6 Instructions</p>	<p>Goodnight Mr Tom by Michelle Magorian</p> <p>or Carrie's War by Nina Bawden</p>	<p>Instruction Wagolls</p> <p>Newspaper Report wagolls</p> <p>World War two texts</p>	<p>Vocabulary Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Retrive Retrieve, record and present information from non-fiction.</p> <p>Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Explain Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Summarise Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p>	<p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>Revision Using fronted adverbials, including using commas after fronted adverbials.</p> <p>Using and punctuating direct speech.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Newspaper Report of a fictional incident related to Lincoln in WW2</p> <p>Instructions on what to do in an air raid</p> <p>Plan their writing by:</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. - noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -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. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - distinguishing between the language of speech and writing and choosing the appropriate register. -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. -Proofread for spelling and punctuation errors. -Use dictionaries to check the spelling and meaning of words. -Use a thesaurus. 	<p>A Boy called Hope – Lara Williamson</p> <p>Illegal by Eoin Colfer</p> <p>The Girl of Ink and Stars by Kiran Milwood Hargrave</p> <p>SeaBEAN by Sarah Holding</p> <p>The Silver Sword by Ian Serrailer</p> <p>The Goldfish Boy</p> <p>delete as appropriate</p>

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Long Term Plan: English

Term: Spring 2

Year group: Y6

Topic: Protecting our Planet

Handwriting and Presentation (evidence to be seen across all genres)

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- Choosing which shape of a letter to use when given choices
- Deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.
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Term	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Reader
Week 1-3 Non Chronological report Week 4 Settings description Week 5 -6 Poetry	The Whale by Ethan Murrow and Vita Murrow	Texts on pollution and global warming Nat Geo Kids magazines Non chronological report wagolls Poetry wagolls	<p>Vocabulary 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.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Explain Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Prediction Predicting what might happen from details stated and implied.</p>	Using hyphens to avoid ambiguity. Continue to distinguish between homophones and other words, which are often confused. Punctuating bullet points consistently. Using hyphens to avoid ambiguity. Punctuating bullet points consistently. Using expanded noun phrases to convey complicated information concisely. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. Using commas to clarify meaning or avoid ambiguity in writing. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Revision: Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<p>Non-Chronological report Setting description Poetry</p> <p>Plan their writing by:</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. -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>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -precising 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. - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - distinguishing between the language of speech and writing and choosing the appropriate register. -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. -Proofread for spelling and punctuation errors. -Use dictionaries to check the spelling and meaning of words. -Use a thesaurus. 	'A Boy called Hope – Lara Williamson Illegal by Eoin Colfer The Girl of Ink and Stars by Kiran Milwood Hargrave SeaBEAN by Sarah Holding The Silver Sword by Ian Serrailer The Goldfish Boy delete as appropriate

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- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
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Long Term Plan: English

Term: Summer 1

Year group: Y6

Topic: Crime and Punishment across the ages

Handwriting and Presentation (evidence to be seen across all genres)

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- Deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

Term	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Reader
<p>Weeks 1-3 Persuasive Speech</p> <p>Weeks 4-7 Narrative - perspective</p>	Wonder' by R. J. Palacio	Wagolls Topic Texts	<p>SATs revision – based on gaps identified by Afl</p> <p>After SATS 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.</p> <p>Provide reasoned justifications for their views. 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.</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Revision: Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Any other areas identified through afl.</p>	<p>Persuasive speech Retelling part of the story from another perspective Character Description – Short Burst</p> <p>Plan their writing by:</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. -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>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -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. - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - distinguishing between the language of speech and writing and choosing the appropriate register. -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. -Proofread for spelling and punctuation errors. -Use dictionaries to check the spelling and meaning of words. -Use a thesaurus. 	<p>'A Boy called Hope – Lara Williamson</p> <p>Illegal by Eoin Colfer</p> <p>The Girl of Ink and Stars by Kiran Milwood Hargrave</p> <p>SeaBEAN by Sarah Holding</p> <p>The Silver Sword by Ian Serrailer</p> <p>The Goldfish Boy</p> <p>delete as appropriate</p>

Spoken Language (evidence to be seen across all genres)

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- 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, roleplay/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.
- Select and use appropriate registers for effective communication.



Long Term Plan: English

Term: Summer 2

Year group: Y6

Topic:

Handwriting and Presentation (evidence to be seen across all genres)

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Term	Anchor Text	Supplementary Texts	Reading objectives	SPAG	Writing objectives	Class Reader
<p>Week 1-3 Persuasive letter</p> <p>Weeks 4-7 Narrative</p>	<p>The Arrival – Shaun Tan</p>	<p>Persuasive Texts Wagolls – such as adverts.</p>	<p>Learning a wider range of poetry by heart.</p> <p>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. (related to Y6 production)</p> <p>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.</p> <p>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.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p>	<p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>	<p>Persuasive Text (Letter) to Mrs Wheatley asking for a leavers’ disco. Narrative – free choice of form</p> <p>Plan their writing by:</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. -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>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -precising 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. - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - distinguishing between the language of speech and writing and choosing the appropriate register. -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. -Proofread for spelling and punctuation errors. -Use dictionaries to check the spelling and meaning of words. -Use a thesaurus. 	<p>A Boy called Hope – Lara Williamson</p> <p>Illegal by Eoin Colfer</p> <p>The Girl of Ink and Stars by Kiran Milwood Hargrave</p> <p>SeaBEAN by Sarah Holding</p> <p>The Silver Sword by Ian Serrailer</p> <p>The Goldfish Boy</p> <p>delete as appropriate</p>

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