**English Recovery and Cross Curricular Opportunities**

As a result of the impact of school closures in March it is crucial that we take all opportunities to re-establish good progress in English. Whilst we continue to prioritise and take a rigorous approach to the teaching of phonics and early reading as well as developing a love of reading, we also need to take opportunities to further deepen children’s understanding of vocabulary and their skills in writing in all curriculum areas including mathematics and the foundation subjects.

Below are a few ideas but the list is not exhaustive and further opportunities can be added or opportunities mentioned can be altered.

**Key Stage 1**

**Phonics and Reading**

* In addition to a daily phonics session staff should take opportunities to revisit sounds and high frequency words during the day for example when children are lining up for lunch.
* During all teaching staff should look for links to what the children have been learning in phonics and should help the children make these links for example ‘Oh look, this word has a split diagraph. Can anyone read it for me?”
* Staff should provide opportunities across the curriculum for children to read sentences that are decodable and match the children’s stage of phonics development.
* Staff should where possible provide books linked to topics for children to enjoy and explore.
* Children should have regular opportunities in class to read for pleasure. Staff may take time during these periods to model reading for pleasure themselves.
* Children should have opportunities to listen to an adult read to them each day. This is opportunity to model fluency and expression and also to introduce and expose children to new and ambitious vocabulary.
* When writing in any subject area, children should be encouraged to spell words they have learnt correctly and make phonetically plausible attempts at unknown words in line with their stage of phonic development.

**Vocabulary**

* Staff should take opportunities to introduce new vocabulary through reading.
* Staff should introduce and model subject specific language in all subjects and encourage the children to use it correctly.
* In mathematics children should be encouraged to articulate their learning through use of correct subject specific language when discussing their learning even if they are not writing it.
* In other subjects where writing is more prevalent children should be encouraged to articulate and write using correct subject specific vocabulary.

**Writing**

* Children should be given opportunities to complete fun and meaningful writing across the curriculum.
* In all curriculum areas high expectations in terms of presentation and quality of writing should be maintained and cross curricular writing should give opportunities for children to practise and develop their skills in composition, spelling, grammar and punctuation.

**Year 1**

*Topics:*

*Great Fire of London (H)*

*Great Britain (G)*

*China (G)*

*Dinosaurs (H)*

*The River Leven (G)*

*The Seaside (H)*

*All subjects*

**Reading**

**Word Reading**

* Apply phonic knowledge and skills as the route to decode words -*All subjects – provide opportunities to read decodable words*
* Respond speedily with the correct sound to graphemes for all 40+ phonemes including where applicable alternative sounds for graphemes
* Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
* Read common exception words
* Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings
* Read other words of more than one syllable that contain GPCs
* Read words with contractions and understand the apostrophe represents the omitted letter
* Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -*All subjects – provide opportunities to read decodable sentences*
* Re-read these books to build up their fluency and confidence in word reading

**Comprehension**

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

* Listening to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - *The Seaside – Listening to poems about the sea and the coast and read stories (Lighthouse Keeper’s Lunch and Katie Morag) China – Listening to stories and poems from another culture All subjects – Listening to non-fiction books*
* Linking what they read or hear read to their own experience *The River Leven – Discuss their own experience of this and other rivers after listening to stories and non-fiction texts*
* Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *Great Britain – Listen to and retell traditional British fairy tales and traditional tales*
* Recognising and joining in with predictable phases
* Learning to appreciate rhymes and poems and to recite some by heart *history – learn rhymes and poems linked to their learning*
* Discussing word meanings linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by:

* Drawing on what they already know or on background information and vocabulary provided by the teacher
* Checking that the text makes sense to them as they read and correcting inaccurate reading
* Discussing the significance of the title and events
* Making inference on the basis of what is being said and done
* Predicting what might happen on the basis of what has been read so far *All subjects – predict what might happen in stories*
* Participate in discussion about what is read to them taking turns and listening to what others say *All subjects – provide opportunities for discussion after reading*
* Explain clearly their understanding of what is read to them *All subjects – Can children articulate or write about what is read to them particularly in the case of non-fiction texts*

**Writing**

**Writing Composition**

Write sentences by:

* Saying out loud what they are going to write about
* Composing a sentence orally before writing it
* Sequencing sentences to form short narratives (real or fictional) *The Great Fire – Diary Entry or Recount about events Great Britain – non-chronological report about different places/features/part of Great Britain China – Instructions on how to make a Chinese Lantern/Retell a story from another culture The Seaside - Letter or postcard about a day at the seaside*

Check, discuss and perform by:

* Re-reading what they have written to check that it makes sense
* Discussing what they have written with the teacher or other pupils
* Reading aloud their writing clearly enough to be heard by their peers and the teacher *All subjects – give opportunities for children to read their work*

**Year 2**

*Topics*

*Castles (H)*

*7 Wonders of the World (G)*

*Cholera in Hutton Rudby (H)*

*Naturally Nutritious (G)*

*Captain Cook vs Neil Armstrong (H)*

*The Seaside (G)*

**Reading**

**Word Reading**

* Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. -*All subjects – provide opportunities to read decodable words and words that can be read without decoding*
* Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes.
* Read accurately words of two or more syllables that contain the taught GPCs -*All subjects – provide opportunities to read polysyllabic words*
* Read words containing common suffixes.
* Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word.
* Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
* Read aloud books closely matched to their improving phonic knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation. -*All subjects – provide opportunities to read sentences and books that match their growing phonics knowledge*
* Re-read these books to build up their fluency and confidence in word reading.

**Comprehension**

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

* Listening to discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. *All subjects – Listening to non-fiction books 7 Wonders – contemporary and classic poetry from around the world Captain Cook vs Neil Armstrong – Man on the moon*
* Discussing the sequence of events in books and how items of information are related.
* Becoming increasingly familiar with a retelling a wider range of stories, fairy stories and traditional tales *7 Wonders – Listen to and retell traditional tales from our culture and from around the world*
* Being introduced to non-fiction books that are structured in different ways *All subjects – Give children opportunities to explore non-fiction books that are structured in different ways*
* Recognising simple recurring literary language in stories and poetry
* Discussing and clarifying the meaning of words, linking new meanings to know vocabulary
* Discussing their favourite words and phrases
* Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books they can already read accurately and fluently and those they listen to by:

• Drawing on what they already know or on background information and vocabulary provided by the teacher

• Checking that the text make sense to them as they read and correct inaccurate reading

• Make inferences on the basis of what is said and done

* Answering and asking questions *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*
* Predicting what might happen on the basis of what has been read so far *All subjects – predict what might happen in stories*

• Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say *All subjects – provide opportunities for discussion after reading*

• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Writing**

**Writing Composition**

Develop positive attitudes towards and stamina for writing by:

* Writing narratives about personal experiences and those of others (real and fictional) *Cholera in Hutton Rudby -Fictional diary entry from someone living in Hutton Rudby at the time The Seaside - A recount of a day at the seaside (either from their life or a school trip)*
* Writing about real events, recording these simply and clearly *Captain Cook vs Neil Armstrong – Write about the moon landing*
* Writing poetry *Bonfire Night poetry/Seaside Poetry*
* Writing for different purposes *Castles – Setting description of the castle 7 Wonders of the World – Retell a story from another culture linked to one of the wonders Naturally nutritious – Write instructions on how to make a healthy meal/sandwich Captain Cook vs Neil Armstrong – Write a setting description of the moon or an explorers ship The Seaside- Write a non-chronological report about animals that can be found in and around the sea*

Consider what they are going to write before beginning by:

* Planning or saying out loud what they are going to write about
* Writing down ideas and/or key words, including new vocabulary
* Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing and perform by:

* Evaluating their writing with the teacher or other pupils
* Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
* Proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
* Reading aloud their writing with appropriate intonation to make the meaning clear *All subjects – give opportunities for children to read their work*

**Key Stage 2**

**Reading**

* Staff should where possible provide books linked to topics for children to enjoy and explore.
* In all subjects, children should be given opportunities to learn independently through reading.
* Children should have regular opportunities in class to read for pleasure. Staff may take time during these periods to model reading for pleasure themselves.
* Children should have opportunities to listen to an adult read to them each day. Ideally this will take the form of a class reading book that the children will enjoy over time This is opportunity to model fluency and expression and also to introduce and expose children to new and ambitious vocabulary. Due to this it is useful if the person reading the book has read ahead of the children in order for them to be aware of any vocabulary that can be discussed.

**Spelling**

* Where possible children should be given opportunities to apply statutory spelling words and spelling rules that they have been learning in cross curricular writing.
* When writing across the curriculum children should be expected to spell known words correctly and should be supported in using strategies to spell unknown or unfamiliar words correctly.

**Vocabulary**

* Staff should take opportunities to introduce new vocabulary through reading.
* Staff should introduce and model subject specific language in all subjects and encourage the children to use it correctly.
* In mathematics children should be encouraged to articulate their learning through use of correct subject specific language when discussing their learning even if they are not writing it.
* In other subjects where writing is more prevalent children should be encouraged to articulate and write using correct subject specific vocabulary.

**Writing**

* Children should be given opportunities to complete fun and meaningful writing across the curriculum.
* In all curriculum areas high expectations in terms of presentation and quality of writing should be maintained and cross curricular writing should give opportunities for children to practise and develop their skills in composition, spelling, grammar and punctuation.

**Year 3**

*Topics*

*Stone Age (H)*

*Deserts (G)*

*Rainforests (G)*

*Hutton Rudby Over Time (H)*

*Greeks (H)*

*Capital Cities & Rivers (G)*

**Reading**

**Word Reading**

* Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed, both to read aloud and to understand the meaning of new words they meet
* dis-
* mis-
* in-
* il-
* im-
* ir-
* -ly
* Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to Year 3 and 4 statutory words) *All sub jects- give children opportunities to read words/sentences and books linked to their developing word reading*

**Comprehension**

Develop positive attitudes to reading and understanding of what they read by:

* Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *All subjects – Listening to and discussing non-fiction books*
* 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 fairy tales, myths, legends, and retelling of some of these orally *Greeks – Read a range of Greek myths and orally retell*
* Identifying theme in a range of books
* Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action *Rainforests – Prepare rainforest poems to perform (could be linked to climate change)*
* Discussing words and phrases that capture the reader’s interest and imagination

Understand what they read, in books they can read independently by:

* Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.
* Ask questions to improve their understanding of the 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 *All subjects – predict what might happen in stories*
* Identifying main ideas drawn from more than one paragraphs and summarise these *All subjects – children to write summary of what they have learnt from their reading of non-fiction text*
* Identify how language, structure and presentation contribute to meaning to include paragraphs, headings, sub-headings and inverted commas to punctuate speech *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*
* Retrieve and record information from non- fiction *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*
* Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*

**Writing**

**Writing Composition**

Plan writing by:

* Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary
* Discussing and recording ideas within a given structure

Draft and write by:

* Composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentence structures from English Appendix 2 (see English Appendix 2)
* Organising writing into paragraphs as a way of grouping related material
* In narratives, creating settings, characters and plot *Rainforests – Write a narrative with rainforest setting Greeks – Write a myth focusing on character and plot*
* In non-narrative material using headings and subheadings to organise texts *Rainforests/deserts – instructions on how to make a fire or shelter for survival (Bear Grylls style) Capital Cities and Rivers – Non-Chronological Report/Holiday brochure about one or more of the capital cities*

Evaluate, edit and improve and perform by:

* Assessing the effectiveness of their own writing
* Proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions
* Proof-read for spelling and punctuation errors including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly
* Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear *All subjects – give opportunities for children to read their work*

**Year 4**

*Topics*

*Romans (H)*

*Water Cycle (G)*

*Physical & Human Features of Snow-Covered Regions Comparison (G)*

*Dark Ages (H)*

*Vikings (H)*

*Climate Change (G)*

**Reading**

**Word Reading**

* Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed, both to read aloud and to understand the meaning of new words they meet
* re-
* sub-
* inter-
* super-
* anti-
* auto-
* -ation
* -ous
* Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to Year 3 and 4 statutory words) *All sub jects- give children opportunities to read words/sentences and books linked to their developing word reading*

**Comprehension**

Develop positive attitudes to reading and understanding of what they read by:

* Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *All subjects – Listening to and discussing non-fiction books Geography – Opportunities to look at textbooks and atlas’*
* Reading books that are structured in different ways and reading for a range of purposes
* Using dictionaries to check the meaning of words they have read
* Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally *Romans and Vikings – Opportunity to look at myths and legends and retell some of these Physical & Human Features of Snow-Covered Regions Comparison – Read the Snow Queen by Hans Christian Andersen Climate Change – Read a range of books based on this issue including Greta’s Story*
* Discussing words and phrases that capture the reader’s interest and imagination
* Recognising some different forms of poetry (e.g. free verse or narrative poetry)
* Identifying themes and conventions in a wide range of books

Understand what they read, in books they can read independently by:

* Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.
* Ask questions to improve their understanding of the text with increasing complexity
* Drawing inferences such as inferring characters’ feelings thoughts and motives from their actions and justifying inferences with evidence clearly taken from the text
* Predicting what might happen from details stated and implied .*All subjects – predict what might happen in stories/situations*
* Identifying main ideas drawn from more than one paragraphs and summarise these *All subjects – children to write summary of what they have learnt from their reading of non-fiction text and use opportunities to summarise fiction books for example through book reviews*
* Identify how language, structure and presentation contribute to meaning to include paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession and fronted adverbials *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*
* Retrieve and record information from non- fiction over wide range of subjects *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*
* Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*

**Writing**

**Writing Composition**

Plan writing by:

* Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
* Discussing and recording ideas

Draft and write by:

* Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures (see English Appendix 2)
* Organising paragraphs around a theme
* In narratives, creating settings, characters and plot with consideration for the audience and purpose *Romans and Vikings – Myths and Legends Could children retell with focus on plot and character Physical & Human Features of Snow-Covered Regions Comparison – narrative based in a snow covered region with focus on setting, plot and character*
* In non-narrative material using simple organisational devices (e.g. headings and subheadings) *Water Cycle – Non-chronological report about the water cycle Climate change -Newspaper reports about natural disaster/ice caps melting - Persuasive letter to try and persuade people to change a behavior e.g. turn off lights or recycle – Discussion for and against linked to issues around climate change*

Evaluate, edit and improve and perform by:

* Assessing the effectiveness of their own and others’ writing and suggest improvements
* Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials
* Proof-read for spelling and punctuation errors including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials
* Confidently read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear *All subjects – give opportunities for children to read their work*

**Year 5**

*Topics*

*Tudors (H)*

*Cartography (G)*

*Ancient Egypt (H)*

*Oceans (G)*

*Victorians (H)*

*Japan (G)*

**Reading**

**Word Reading**

* Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed, both to read aloud and to understand the meaning of new words they meet. (linked to the expectations of Year 5 and 6 spelling rules and the Year 5 and 6 statutory words) *All sub jects- give children opportunities to read words/sentences and books linked to their developing word reading. Use opportunities to discuss etymology particularly in science and mathematics*

**Comprehension**

Maintain positive attitudes to reading and understanding of what they read by:

* Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *All subjects – Listening to and discussing non-fiction books Geography – Opportunities to look at textbooks, reference books and atlas’*
* 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 *Ancient Egypt – Stories linked to gods and goddesses and creation Japan – Stories from other cultures including traditional stories*
* Recommending books that they have read to their peers, giving reasons for their choices
* Identifying and discussing themes and conventions in writing
* Making comparisons within books
* 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 the words in context
* Asking questions to improve their understanding of complex texts
* Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*
* Predicting what might happen from details stated and implied All Subjects-*predict what might happen in stories/situations*
* Discuss and evaluate how authors use language, including figurative language considering the impact on the reader
* Distinguish between statements of fact and opinion *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*
* Retrieve, record and present information from non-fiction *All subjects – Use topics as theme for reading comprehension (may need to write own texts) and give children opportunities to write up findings in a range of ways after researching from books and online sources*
* Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*

**Writing**

**Writing Composition**

Plan writing by:

* Identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model 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 the class have read, listened to or seen performed

Draft and write by:

* Writing effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they or the class have read as models for their own writing
* Selecting appropriate grammar and vocabulary, including that within English Appendix 2 (see English Appendix 2)
* In narratives, describing settings, characters and atmosphere *Japan – Stories from other cultures with focus on using techniques to build atmosphere*
* Integrating dialogue in narrative writing to convey character *History – write longer historical narratives with dialogue*
* Precising longer paragraphs
* Using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly *Oceans – Discussion for and against e.g. should we ban single use plastic to protect our oceans*
* Linking ideas across paragraphs using adverbials of time, place and number or through tense choices
* Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining) *Cartography – Instructions on how to get somewhere e.g. a walker’s guide*
* Using different verb forms mostly accurately with consideration for audience and purpose

Evaluate, edit and improve and perform by***:***

* Assess the effectiveness of their own and others’ writing
* Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning (see English Appendix 2)
* Ensuring the mostly 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
* Proof-read for spelling errors especially those linked to Year 5 spelling expectations
* Proof-read for punctuation errors including the use of brackets, dashes or commas to indicate parenthesis and use commas to clarify meaning or avoid ambiguity
* Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear *All subjects – give opportunities for children to read and perform their work*

**Year 6**

*Topics*

*World Wars (H)*

*Volcanoes (G)*

*Mayans (H)*

**Reading**

**Word Reading**

* Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed, both to read aloud and to understand the meaning of new words they meet. (linked to the expectations of Year 5 and 6 spelling rules and the Year 5 and 6 statutory words) *All sub jects- give children opportunities to read words/sentences and books linked to their developing word reading. Use opportunities to discuss etymology particularly in science and mathematics*

**Comprehension**

Maintain positive attitudes to reading and understanding of what they read by:

* 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 fiction from our literary heritage, and books from other cultures and traditions *All subjects – Listening to and discussing non-fiction books Geography – opportunities to look at textbooks and atlas’ World Wars -take opportunities to read a range of fiction and non-fiction books Mayans – stories and books from other cultures and traditions*
* Identifying and discussing themes and conventions in and across a wide range of writing
* Making comparisons within and across different books
* Learning a wider range of poetry by heart *World Wars –* *Learn war poetry for example In Flanders Field*
* Reading age-appropriate books, including whole novels with confidence and fluency

Understand what they read by:

* Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas and using quotations for illustration
* 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 *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*
* Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously and with clear reasoning *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*
* 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 *All subjects – Give children opportunities to present their work in formal presentations and provide opportunities for debates*
* Provide reasoned justifications for their views *All subjects – Use topics as theme for reading comprehension (may need to write own texts)*

**Writing**

**Writing Composition**

Plan writing by:

* Identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model 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 they have read, listened to or seen performed

Draft and write by:

* Writing effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing *Mayans – own version of a story from other culture*
* Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (see English Appendix 2)
* In narratives, describing settings, characters and atmosphere *World Wars – Diaries and poetry including narrative poetry which describe setting and atmosphere*
* Integrating dialogue in narrative writing to convey character and advance the action *World Wars - narrative writing based on knowledge of wartime including dialogue*
* Accurately precising longer paragraphs
* Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
* Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, columns, bullet points, underlining). *Volcanoes – Explanations/Newspaper report about an eruption* World *Wars -Newpaper reports/Discussion e.g. is war every right?/Non chronological report*

Evaluate, edit and improve and perform by:

* Assess the effectiveness of their own and others’ writing with reasoning
* Proposing reasoned changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning (see English Appendix 2)
* 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 errors especially those linked to Year 6 spelling expectations
* Proof-read for punctuation errors including the use of semi colons, colons, dashes, hyphens and punctuation of bullet points in lists
* Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear *All subjects – give opportunities for children to read and perform their work*