Reading	
Year 3 and Year 4	**Year 5 and Year 6**
• Read and understand meaning of words on Y3/4 word list • Use knowledge of root words to understand meanings of words [e.g. inform (root word) and misinform] • Use prefixes to understand meanings [e.g. un-, dis-,-mis-, re-, e.g. inform and misinform (prefix = mis)] • Use suffixes to understand meanings [e.g. –ation, -ous, e.g. inform and information (suffix = ation)] • Extend skills of decoding (using phonics) to work out more complex words, including those with unusual spelling patterns • Listen to and discuss a range of fiction (stories), poetry, plays, non-fiction (factual books) • Read a wide range of fiction and non-fiction books • Use expression and volume when reading aloud • Take note of punctuation when reading aloud • Recognise some different forms of poetry • Use dictionaries to find the meanings of words • Become familiar with a range of traditional tales (e.g. Cinderella, Little Red Riding Hood, etc.), including telling some orally • Identify words which have been chosen to interest the reader • Ask questions about what they have read • Draw simple inferences about events in a story, such as work out how a character might be feeling from clues in the story. • Make predictions about what might happen next in a story • Summarise ideas from several paragraphs of writing • Find and record information from non-fiction texts • Take part in discussions about reading and books • Children begin to identify how authors choose words for effect (e.g. by selecting ‘wailed’ instead of ‘cried’, or ‘enraged’ rather than ‘cross’)	• Read and understand meaning of words on Y5/6 word list. • Use knowledge of spelling patterns to read aloud and understand new words • Read a wide range of fiction (stories), non-fiction/reference (factual books), poetry and plays. • Make comparisons between different books, or parts of the same book • Read a range of modern fiction, classic fiction (e.g. Black Beauty, Treasure Island, etc.) and books from other cultures and traditions • Learn a range of poetry by heart • Perform plays and poems using volume and expression to convey meaning • Identify and discuss themes across a wide range of writing • Develop an understanding of texts, including exploring the meaning of words in certain situations • Ask questions to improve understanding of texts • Summarise ideas drawn from more than one paragraph, identifying key details • Predict future events from details either written in a text or by ‘reading between the lines’ (using clues in the text) • Identify how the language used, the structure and layout of a text help meaning • Discuss how authors use language, including figurative language, to affect the reader language [e.g. The sun is like a golden pond (simile), The sea lashed out angrily (personification – behaving like a person), The sun is a golden pond (metaphor), etc.) • Make book recommendations, giving reasons for choices • Participate in discussions about books, building on and challenging ideas • Explain and discuss understanding of reading • Participate in formal presentations and debates about reading • Provide reasoned justifications for views

Writing	
Year 3 and Year 4	**Year 5 and Year 6**
• Write with joined handwriting, making appropriate join choices • Spell words that include prefixes and suffixes, such as anticlockwise • Spell some commonly misspelt words correctly, taken from the Y3/4 list • Use a dictionary to check spellings • Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys' • Use examples of writing to help them to structure their own similar texts • Plan out sentences orally to select adventurous vocabulary • Use paragraphs to organise ideas • Use description and detail to develop characters and settings in story-writing • Write interesting narratives in stories • In non-fiction writing, use features such as sub-headings and bullet points • Review their own work to make improvements, including editing for spelling errors • Read others' writing and suggest possible improvements • Read aloud work that they've written to be clearly understood by others • Extend sentences using a wider range of conjunctions (e.g. and, but, so, yet, etc.), including subordinating conjunctions (e.g. although, because, when, since, etc.) • Use the present perfect verb tense (is watching/are playing) • Use nouns (names of things, e.g. cat, book, garden, etc.) and pronouns (words that take the place of names, e.g. he, she, it, they, etc.) with care to avoid repetition • Use conjunctions, adverbs (e.g. quickly, angrily, etc.) and prepositions (e.g. on, under, beside, with, etc.) to add detail about time or cause	• Write with increasing speed, maintaining legibility and style • Spell some words with silent letters, such as 'knight' and 'solemn' • Recognise and use spellings for homophones and other often-confused words from the Y5/6 list • Use a dictionary to check spelling and meaning • Identify the audience (who the writing is for) and purpose (the reason for the writing) before writing, and adapt accordingly • Select appropriate grammar and vocabulary to change or enhance meaning • Develop setting, atmosphere and character, including through dialogue (speech) • Write a summary of longer passages of writing • Use a range of techniques to make links between sentences and paragraphs e.g. Later that day, In addition… • Use advanced organisational and presentational devices, such as bullet points • Use the correct tense consistently throughout a piece of writing • Ensure correct subject and verb agreement (e.g. He was/They were…) • Perform poems using appropriate expression, volume and movement • Use a thesaurus • Use expanded noun phrases (e.g. the gloomy forest at the end of the lane) to convey complicated information concisely • Use modal verbs (e.g. could, can, should) or adverbs to indicate degrees of possibility • Use relative clauses (who, when, where, which, that - e.g. The boy, who was wailing, ran off.) • Recognise vocabulary and structures that are appropriate for formal use (e.g. when writing a letter of complaint) • Use passive verbs to affect the presentation of information (The ball was kicked by the goalkeeper, The window was broken by the boy)

• Use fronted adverbials (e.g. Early the next morning, As quick as a flash, Deep inside the forest, etc.) • Use direct speech, with correct punctuation	• Use the perfect form of verbs to mark relationships of time and cause (has lived, have written, has done) • Recognise the difference in informal and formal language • Use grammatical connections (although, since, after) and adverbials (e.g. We met under the clock) for cohesion • Use ellipses (…), commas, brackets and dashes in writing • Use hyphens to avoid ambiguity (e.g. thirty two-year old trees- meaning there are 30 trees that are 2 years old, not lots of trees that are 32 years old) • Use semi-colons (;), colons (:) and dashes between independent clauses (complete sentences) • Use a colon to introduce a list • • Punctuate bullet points consistently