

English Curriculum Framework Cycle A Year 4/5/6							
2022/23 Cycle A	Theme 1A	Theme 2A	Theme 3A	Theme 4A	Theme 5A	Theme 6A	Theme 7A
Theme	Living Things and their Habitat: Do all life cycles look the same?	Stone age to Iron age: Tools and Tribes	Our Planet Earth	Animals including humans: How do animals eat?	Local History: Lancaster and York	Brilliant Brazil	Sound: How do we hear? Electricity: What can electricity do?
Subject focus	Science	History	Geography	Science	History	Geography	Science
Purpose of writing	Inform Entertain	Inform Entertain Persuade	Inform Entertain Discuss	Inform Entertain	Entertain Discuss	Inform Entertain Discuss Persuade	Inform Entertain
Writing Outcomes	Explanation Texts about life cycles & seed dispersal Diary entry/ Police Report based on Tuesday by David Wiesner	Narrative based on Stone Age boy Newspaper Reports – cave dwellers Year 5 NMM Year 4/6 – Free Write	Argument and Debate – Climate Change Biography – Influential Person (<i>Greta Thunberg, David Attenborough</i>) Poetry – Planet Earth, write a protest poem	Explanation text about how food chains Poetry – Focus on animals hunting for food (<i>Tyger</i>) Year 6 NMM Year 4/5 – Free Write	Argument and Debate – Lancaster or York, For or Against? Character description on Richard III	Why should we protect the Amazon Rainforest? Based upon There's a Rang-Tan in my bedroom Newspaper Reports Narrative – dilemma story based upon The Great Kapok Tree	Biography on Thomas Eddison Instructions/ Explanation text about circuits Poetry – Focus on sound (<i>The Sound Collector</i>)

			Year 4 NMM Year 5/6 – Free Write				
Focus Texts for Writing	Science books/texts on life cycles From tiny seeds Emilie Vast Tuesday by David Wiesner	Non-fiction texts about Stone Age/Iron Age	David Attenborough – including documentaries Window - Jeannie Baker The Last Tree	Non-fiction texts about the digestive system What's eating you? Nicola Davis and Neil Layton	Richard III by Andrew Mathews (A Shakespeare story)	Non-fiction texts about Brazil	Non-fiction texts about sound and electricity
Focus Texts for Class story/ stories	Time Travelling with a Hamster by Ross Welford	Stone Age Boy Wolf Brother by Michelle Paver	Wonder Beetle Boy Poems from a Green and Blue Planet by Sabrina Mahfouz	The Astounding Broccoli Boy by Frank Cottrell Boyce	Treason by Berlie Doherty Diver's Daughter by Patrice Lawrence	The Great Kapok Tree by Lynne Cherry The Explorer by Katherine Rundell Journey to the River Sea by Eva Ibbotson	Bubble Boy by Stewart Foster
Other quality texts linked to theme that could be used for guided reading or independent reading, book corners etc	Charlotte's Web by E B White Tom's Midnight Garden	Stig of the dump Thousand year old boy – Ross Welford Freedom for Bron by NS Blackman	Disappearing Rainforest	Demon Dentist Teeth - Pam Ayres	My Friend Walter by Michael Morpurgo Shakespeare	Amazon Adventure: Unfolding Journeys by Stewart Ross and Jenni Sparks	Frankenstein by Mary Shelley

Common Exception Words	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<u>Year 4</u> mention, occasion, position, possession, question	<u>Year 4</u> bicycle, centre, century, certain, circle, decide, exercise, experience, medicine, notice, recent	<u>Year 4</u> famous, various, answer, build, calendar, complete, consider, continue	<u>Year 4</u> early, earth, experiment, group, guard, forward, forwards, fruit, heard, heart, history, imagine, important, increase, island	<u>Year 4</u> learn, length, material, minute, natural, often, particular, peculiar, perhaps, popular, potatoes, promise, purpose	<u>Year 4</u> quarter, regular, remember, sentence, special, straight, strange, strength, surprise, therefore, woman, women
	<u>Year 5</u> disastrous, marvellous, mischievous available, vegetable, vehicle, muscle competition, explanation, profession, pronunciation	<u>Year 5</u> achieve, convenience, mischievous cemetery, conscience, conscious, criticise, excellent, existence, hindrance, necessary, prejudice, sacrifice	<u>Year 5</u> accommodate bruise, category, cemetery, definite, desperate, dictionary, embarrass, environment, exaggerate, marvellous, nuisance, parliament, privilege, secretary, vegetable	<u>Year 5</u> physical, symbol, system, according, attached, criticise, determined, equipment, equipped, especially, frequently, immediate, immediately, necessary, unnecessary, sincere, sincerely	<u>Year 5</u> accommodate, accompany, according, aggressive, apparent, appreciate, attached, committee, communicate, correspond, immediate, occupy, occur, opportunity, recommend, suggest	<u>Year 5</u> soldier, sufficient, variety, ancient foreign
<u>Year 6</u> amateur, average, awkward, bargain, controversy, curiosity, develop, forty, guarantee	<u>Year 6</u> harass, hindrance, identity, individual, interfere, interrupt, language, leisure, lightning	<u>Year 6</u> muscle, neighbour, persuade, programme, queue, recognise, relevant, restaurant, rhyme, rhythm	<u>Year 6</u> shoulder, signature, stomach, temperature, twelfth, vegetable, vehicle, yacht	<u>Year 6</u> Revision and consolidation of all Yr 5/6 words	<u>Year 6</u> Revision and consolidation of all Yr 5/6 words	

Word Families	<p>Year 4 Tion, sion, ssion, cian</p> <p>rain, rein, reign whose, who's weather, whether</p>	<p>Year 4 Ation, sion</p> <p>where, wear where, were</p>	<p>Year 4 Words ending with Ous</p> <p>plain, plane s: een, scene</p>	<p>Year 4 "u" spelled ou (young, double)</p> <p>Prefixes: un~, dis~, mis~, in~, il~</p> <p>break, brake fair, fare great, grate groan, grown</p>	<p>Year 4 Long I spelled y in initial and medial positions of word.</p> <p>More prefixes: inter, re, ir, im</p>	<p>Year 4 K spelled ch S spelled ch G spelled gue K spelled que</p>
	<p>Year 5 Cious tious</p> <p>advice, advise device, devise licence, license practice, practise prophecy, prophesy</p>	<p>Year 5 Tial and cial endings</p> <p>i before e rule</p> <p>farther, further, father guessed, guest heard, herd led, lead morning, mourning past, passed</p>	<p>Year 5 Words ending with: ant, ance, ancy, ent, ence, ency</p> <p>precede, proceed principal, principle profit, prophet stationary, stationery</p>	<p>Year 5 More prefixes: inter, anti, auto, super</p> <p>weight, wait eight, ate</p>	<p>Year 5 Ible able Ably ibly</p> <p>Use of hyphen: co-, re-</p>	<p>Year 5 Suffixes beginning with vowels to words ending fer: reference, referee</p> <p>Long ee spelled ei eg perceive</p> <p>altar, alter, ascent, assent, bridal, bridle, cereal, serial compliment, complement</p>

	<p>Year 6 Words with unusual consonant digraphs (silent letters): knight, solemn, thistle, doubt, island, lamb</p> <p>compliment, complement, descent, dissent</p>	<p>Year 6 desert, dessert, draft, draught</p>	<p>Year 6 Revision and consolidation</p>	<p>Year 6 Revision and consolidation</p>	<p>Year 6 Revision and consolidation</p>	<p>Year 6 Revision and consolidation</p>
<p>Text level features</p>	<p style="text-align: center;">Year 4 CONSOLIDATE Year 3 list</p> <p>FICTION</p> <ul style="list-style-type: none"> • Plan opening using description/action • Paragraphs to organise each part of story - to indicate a change in place or jump in time • Build in suspense writing to introduce the dilemma <p>Further develop 5 parts to story:</p> <ul style="list-style-type: none"> • Clear distinction between resolution and ending. • Ending should include reflection on events or the characters. <p>NON-FICTION</p> <ul style="list-style-type: none"> • Logical organisation • Group related paragraphs 	<p style="text-align: center;">Year 5 CONSOLIDATE Year 4 list</p> <p>FICTION</p> <ul style="list-style-type: none"> • Secure independent use of planning tools • Plan opening using description/action/dialogue • Paragraphs: • Vary connectives within paragraphs to build cohesion • Use change of place, time and action to link ideas across paragraphs. <p>Using 5 part story structure, writing could start at any of the 5 points.</p> <ul style="list-style-type: none"> • e.g. flashbacks <p>Introduction</p> <ul style="list-style-type: none"> • should include action / description of character or setting / dialogue <p>Build-up</p> <ul style="list-style-type: none"> • develop suspense techniques 	<p style="text-align: center;">Year 6 CONSOLIDATE Year 5 list</p> <p>FICTION</p> <ul style="list-style-type: none"> • Include suspense, cliff hangers, flashbacks/forwards, time slips • Maintain plot consistently working from plan • Paragraphs - secure use of linking ideas within and across paragraphs • Secure development of characterisation <p>NON-FICTION</p> <ul style="list-style-type: none"> • Use a variety of text layouts appropriate to purpose • Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions • Express balanced coverage of a topic • Use different techniques to conclude texts 			

	<ul style="list-style-type: none"> • Develop use of a topic sentence - Link information within paragraphs with a range of connectives. • Appropriate choice of pronoun or noun across sentences to aid cohesion • Use of bullet points, diagrams • Ending - could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader 	<p>Problem/dilemma</p> <ul style="list-style-type: none"> • may be more than one problem to be resolved <p>Resolution</p> <ul style="list-style-type: none"> • <i>clear links with dilemma</i> <p>Ending</p> <ul style="list-style-type: none"> • character could reflect on events, any changes or lessons, look forward to the future, ask a question. <p><u>NON-FICTION</u></p> <ul style="list-style-type: none"> • Independent planning across all genres • Secure use of range of layouts suitable to text. • Use a variety of ways to open texts, draw reader in, and make the purpose clear. • Link ideas within and across paragraphs using a full range of connectives and signposts. • Use rhetorical questions to draw reader in. • Express own opinions clearly. • Consistently maintain viewpoint. • Summary clear at the end to appeal directly to the reader 	<ul style="list-style-type: none"> • Use appropriate formal and informal styles of writing • Choose or create publishing format to enhance text type and engage the reader • Linking ideas across paragraphs using a wider range of cohesive devices: • semantic cohesion (e.g. repetition of a word or phrase), • grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision • Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
Sentence level features (including grammar and punctuation)	<p style="text-align: center;"><u>Year 4</u> <i>CONSOLIDATE Year 3 list</i></p> <p><u>Sentence Construction</u></p> <ul style="list-style-type: none"> • Develop long and short sentences - Long sentences to enhance description or information 	<p style="text-align: center;"><u>Year 5</u> <i>CONSOLIDATE Year 4 list</i></p> <p><u>Sentence Construction</u></p> <ul style="list-style-type: none"> • Relative clauses beginning with <u>who, which, that, where, when,</u> 	<p style="text-align: center;"><u>Year 6</u> <i>CONSOLIDATE Year 5 list</i></p> <p><u>Sentence Construction</u></p> <ul style="list-style-type: none"> • Active and passive verbs to create effect and to affect presentation of information

	<ul style="list-style-type: none"> - Short sentences to move events on quickly. e.g. It was midnight. It's great fun. • Start with a simile - e.g. As curved as a ball, the moon shone brightly in the night sky. • Secure use of simple / embellished simple sentences • Secure use of compound sentences (Coordination) using coordinating conjunction: for/and/nor/but/or/yet/so • Further develop complex sentences with range of subordinating conjunctions and correct comma use. <p><u>Word Structure/Language</u></p> <ul style="list-style-type: none"> • 'ed' / 'ing' clauses as starters - e.g. Frightened, Tom ran straight home to avoid being caught. - Grinning menacingly, he slipped the treasure into his rucksack. • Drop in -'ing' clause - e.g. Jane, laughing at the teacher, fell off her chair. • Sentence of 3 for action - e.g. Sam rushed down the road, jumped on the bus and sank into his seat. • Repetition to persuade - e.g. Find us to find the fun • Dialogue - verb + adverb - "Hello," she whispered, shyly. 	<p>whose or an omitted relative pronoun.</p> <ul style="list-style-type: none"> • Secure use of complex sentences with range of subordinating conjunctions and correct comma use - main and subordinate clauses with full range of conjunctions • Elaboration of starters using adverbial phrases - e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. • Develop Drop in -'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. • Sentence reshaping techniques e.g : - lengthening or shortening sentence for meaning and /or effect - Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight • Use of rhetorical questions • Stage directions in speech (speech + verb + action) - e.g. "Stop!" he shouted, picking up the stick and running after the thief. • Indicating degrees of possibility using modal verbs - e.g. might, should, will, must or adverbs (perhaps, surely) <p><u>Word Structure/Language</u></p> <ul style="list-style-type: none"> • Metaphor • Personification 	<ul style="list-style-type: none"> - e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. • Developed use of rhetorical questions for persuasion • Secure expanded noun phrases to convey complicated information concisely • The difference between structures typical of informal speech and structures appropriate for formal speech and writing - E.g. the use of question tags, e.g. He's your friend, isn't he? - the use of the subjunctive in some very formal writing and speech. E.g. If I were you, .. <p><u>Word Structure/Language</u></p> <ul style="list-style-type: none"> • Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) • How words are related as synonyms and antonyms e.g. big/large/little <p><u>Punctuation</u></p>
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	<ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Prepositions <ul style="list-style-type: none"> - at underneath since towards beneath beyond • Conditionals <ul style="list-style-type: none"> - could, should, would • Comparative and superlative adjectives <ul style="list-style-type: none"> - e.g. small...smaller...smallest good...better...best • Proper nouns <ul style="list-style-type: none"> - refers to a particular person or thing. e.g. Monday, Jessica, October, England • Commas to mark clauses and to mark off fronted adverbials <ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s <ul style="list-style-type: none"> - Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural <ul style="list-style-type: none"> • Full punctuation for direct speech 	<ul style="list-style-type: none"> • Onomatopoeia • Empty words - e.g. someone, somewhere was out to get him <ul style="list-style-type: none"> • Develop use of technical language • Converting nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify • Verb prefixes e.g. dis-, de-, mis-, over- and re- <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Rhetorical question • Dashes • Brackets/dashes/commas for parenthesis • Colons • Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. • Use of colon to introduce a list and semi-colons within lists. • Punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity - e.g. man-eating shark versus man eating shark, or recover versus re-cover

	<ul style="list-style-type: none"> - Each new speaker on a new line - Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! - Speech starts with capital letter 		
Spoken Language	<p style="text-align: center;"><u>Year 4</u></p> <p>The Language of Argument – Agreement and Disagreement An argument foris..... because..... and.... An argument against.... Is....because.....and..... I understand.... That....depending on the content but would argue.... I understand your point of view, however I disagree because.....</p> <p>The Language of Comparison – Comparing and Contrasting and.....are both..... and.....are alike in that..... and.....are similar because... and.....have the following points in common: One similarity between..... and.....is that..... Another is..... A further..... One difference is..... A further difference.....</p> <p>The Language of Deduction –Making an assumption based on prior knowledge</p>	<p style="text-align: center;"><u>Year 5</u></p> <p>The Language of Argument – Agreement and Disagreement In my opinion..... Should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree..... My second important reason for wanting to ban..... is that..... Perhaps some people would argue that..... However, I would point out that..... It is clear that a ban on.....would be a great step forward!</p> <p>The Language of Comparison – Comparing and Contrasting In some ways....and.....are alike. For instance they both..... Another feature they have in common is that..... Furthermore they are both..... However they also differ in some ways. For example.....while..... Another difference is.....</p> <p>The Language of Deduction –Making an assumption based on prior knowledge The fact is..... In effect.....</p>	<p style="text-align: center;"><u>Year 6</u></p> <p>The Language of Argument – Agreement and Disagreement On the one hand..... But..... Convince me that..... I am convinced..... Given that.....</p> <p>The Language of Comparison – Comparing and Contrasting In some ways.....and.....are alike. For instance they both..... Another feature they have in common is that..... Furthermore they are both..... However they also differ in some ways. For example.....while..... Another difference is that.....whereas..... Finally.....but..... The similarities/differences seem more significant that the similarities/differences because.....</p> <p>The Language of Deduction –Making an assumption based on prior knowledge The facts lead to..... Based on..... Been lead to the conclusion that.....</p>

	<p>In conclusion, I would say that..... due to the fact that..... My results make me think that..... because..... Having analysed the data, I conclude that.....</p> <p>The Language of Description – Describing It looks / tastes / feels / sounds / smells like It appears to be.....because..... It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because..... Why? How? What? Tell Me About...</p> <p>The Language of Evaluation – Evaluative Talk I enjoyed.....because..... was successful / ambitious because..... You could improve this work by..... Maybe you could try..... Next time I / you could / would.....</p> <p>The Language of Explanation How..... Why..... Where..... When..... What..... After..... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because</p>	<p>Given that.....then..... I deduce/deduct..... I have worked out..... In conclusion..... I conclude.....</p> <p>The Language of Description – Describing It looks/tastes/feels/sounds/smells like.... It appears to be.....because..... It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because..... Why? How? What? Tell Me About....</p> <p>The Language of Evaluation –Evaluative Talk My view is that.....because..... This is supported by the fact that..... In my opinion.....furthermore..... However..... Possible improvements may include.....</p> <p>The Language of Explanation Because of..... x happened For example..... In conclusion..... To begin with..... As a result of..... The reason(s) for.....</p> <p>The Language of Explaining in a Mathematics context I think the question means.....so the answer would be.....</p>	<p>The evidence leads to..... Having considered..... This infers that.....</p> <p>The Language of Description – Describing In comparison to..... Idioms e.g. Peas in a pod Develop / Introduce metaphors and similes.</p> <p>The Language of Evaluation –Evaluative Talk My view is that..... In my opinion..... This is supported by the fact that..... Furthermore.....however..... Possible improvements may include..... Or alternatively.....</p> <p>The Language of Explanation Such as Due to.....x has / is..... In summary..... Owing to.....x has / is..... This has altered..... Evidently.....</p> <p>The Language of Explaining in a Mathematics context First I.....Then.....Next.....Finally..... I approached it methodically (by)..... I was systematic.....(when/because) I looked at the whole problem and broke it down into steps..... We could possibly.....Or..... So far I have discovered/worked out that.....</p>
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	<p>The Language of Explaining in a Mathematics context We know that..... so/because..... / It can't be..... so/because..... So it must be.....so/because..... / I agree/disagree with you because..... A major difference between.....and.....is that..... Some ways in which..... and.....differ are..... , So..... / As a result, ...</p> <p>The Language of Hypothesis - a suggestion that tries to explain something, based on evidence Because I know that ice melts, I know that..... Maybe it's because Due to the fact that.....I know that.....will happen</p> <p>The Language of Opinion I agree/I disagree because..... I appreciate's opinion because..... Due to..... However I think differently because..... Most reasonable people would agree that.....because..... What is your opinion on the issue of bullying?</p>	<p>I know that.....therefore I would try out..... If the.....add up to.....then the total number must be..... Knowing this means we can work out what's missing! as a result ... / therefore..... The reason..... is that..... /is due to.....</p> <p>The Language of Hypothesis - a suggestion that tries to explain something, based on evidence It is true that..... Can we prove that..... In conclusion..... I would like to prove / disprove..... Perhaps the reason is</p> <p>The Language of Opinion Therefore / In my opinion / I believe He considers... It is my opinion that.....however others may/might believe.....</p> <p>The Language of Prediction – Predicting I predict that..... I believe / I think.....might / or..... If..... then..... X has happened, therefore I think..... After hearing all the evidence, I think that..... will happen</p> <p>The Language of Retelling – Events and story telling</p>	<p>The Language of Hypothesis - a suggestion that tries to explain something, based on evidence Based on the evidence I have been presented with, I can conclude..... Taking everything into account..... Having analysed..... Having pondered..... If we accept this hypothesis, what else will be true? Given this, it is likely that</p> <p>The Language of Opinion Consequently / Based on fact / Because of my beliefs..... To hold the view / After consideration After / On reflection It is my understanding that..... The facts lead me to the conclusion that.....</p> <p>The Language of Prediction – Predicting In light of.....I predict..... There is a high / low probability..... The chances of/The likelihood of/Due to the fact that/Upon consideration of the relevant factors</p> <p>The Language of Retelling – Events and story telling First, Next, Then, After that, Finally.... 'What happened next?' 'What did....?' In summary..... The consequence of.....</p> <p>The Language of Sequencing</p>
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	<p>How would you feel if you were being bullied/in that situation?</p> <p>The Language of Prediction – Predicting</p> <p>.....same.....</p> <p>I predict that..... because.....</p> <p>however.....</p> <p>Due to the fact that.....</p> <p>(extension of because)</p> <p>As a result of.....this will happen because.....</p> <p>All events lead on to..... because.....</p> <p>Because.....and.....are similar, I predict that.....will happen.</p> <p>The outcome will be.....due to...</p> <p>Based on.....I predict that.....</p> <p>After hearing all the evidence, I think that..... will happen</p>	<p>First, Next, Then, After that, Finally....</p> <p>‘What happened next?’ ‘What did....?’</p> <p>The Language of Sequencing</p> <p>Meanwhile.....</p> <p>Following this / that.....</p> <p>In the beginning.....</p>	<p>Whilst X was..... Y was.....</p> <p>During X – Y happened.</p> <p>Initially the..... were.....</p> <p>However.....</p>
	<p>The Language of Retelling – Events and story telling</p> <p>In the beginning.....</p> <p>Subsequently.....</p> <p>(time connectives)</p> <p>On the other side of the forest.....</p> <p>Back at home</p> <p>I remember that.....</p> <p>With hindsight.....</p> <p>Reflecting upon.....</p> <p>In the event that.....</p> <p>Lastly..... In the end.....</p>		

	<p>To conclude / In conclusion / To sum up.....</p> <p>The Language of Sequencing Firstly.....because/however/ therefore/after a while/meanwhile/ in addition..... Next..... Then..... Finally/Eventually/Lastly..... In conclusion.....</p>		
Reading			
Accuracy	<u>Year 4, 5 & 6</u>		
Fluency, Prosody, Performance	<p style="text-align: center;"><u>Year 4</u></p> <ul style="list-style-type: none"> Reads poems and playscripts aloud showing understanding through intonation, tone, volume and action; learning some poetry by heart. Reads at least a 120 words per minute by year 4. Matches pace of reading based on clues within text, e.g. slows down when building suspense. Begins to apply emotive expression through change of volume and tone. Adapts voice to reflect personalities of different character types. 	<p style="text-align: center;"><u>Year 5 & 6</u></p> <ul style="list-style-type: none"> Explains and discusses their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. Able to read in different ways for different purposes: close reading, skimming, scanning. Able to read expressively, conveying a wide variety of emotions through tone and volume. Adapts voice, volume and tone to reflect personality of different character and genre types. 	
Understanding and Comprehending	<ul style="list-style-type: none"> Starts to discuss and analyse the meaning of words that they have read, using morphology and etymology. Able to use different sorts of dictionaries to support learning vocabulary. Identifies how language contributes to meaning. 	<ul style="list-style-type: none"> Demonstrates a growing understanding, use of application of morphology and etymology to understand words and their meanings. Is able to offer alternative suggestions for word meaning. Identifies how language, structure and presentation choices can contribute to meaning, mood or atmosphere. 	

	<ul style="list-style-type: none"> • Identifies main ideas drawn from more than one paragraph and summarises. • Locates relevant information. • Answers simple questions. Uses evidence to answer. • Summarises events/main ideas in a paragraph in fiction and non-fiction texts. • Understands characters thoughts and feelings. • Can give reasons and motives for characters' actions. 	<ul style="list-style-type: none"> • Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas. • Locates information using knowledge of text structure. • Uses evidence to answer questions. • Prioritise key information and disregards irrelevant information when retelling, in fiction and non-fiction texts. • Draws inferences such as inferring characters' feeling, thoughts and feeling from their actions and justifying inferences from their evidence. • Understand how characters' actions show personality traits. <p>Year 6 only</p> <ul style="list-style-type: none"> • Chooses appropriate quotations to support answers. • Summarises fiction and non-fiction texts in a variety of ways. • Recognises characters types and roles in the text.
<p>Thinking about what has been read</p>	<ul style="list-style-type: none"> • Retrieves and records information from non-fiction. • Predicts future events based on other stories. • Comments on structure of whole texts. • Discusses words and phrases that captures the reader's interest and imagination. • Discusses favourite text type providing reasons. • Makes connections between books, events and characters. • Makes connections between book themes. • Responds to the views of others. 	<ul style="list-style-type: none"> • Distinguishes between statements of fact and opinion. • Use knowledge of character and genre to inform predictions. • Comments on structure of whole text. • Begins to discuss and evaluate how authors uses language, using figurative language, considering the impact on the reader. Makes connections between books, events and own experiences. • Comments on themes within a genre, e.g. storms in horror stories. • Responds at length to the views of others. • Explains preferences giving detailed reasons. • Participates in discussion about books, building on their own and others ideas, challenging views courteously.