

**En1/1 Spoken Language**

En1/1a listen and respond appropriately to adults and their peers

En1/1b ask relevant questions to extend their understanding and knowledge

En1/1c use relevant strategies to build their vocabulary

En1/1d articulate and justify answers, arguments and opinions

En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

En1/1h speak audibly and fluently with an increasing command of Standard English

En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates

En1/1j gain, maintain and monitor the interest of the listener(s)

En1/1k consider and evaluate different viewpoints, attending to and building on the contributions of others

En1/1l select and use appropriate registers for effective communication

**Reading**

**(The objectives for Reading are common across Years 5 and 6)**

**En5/2.1 Word Reading**

En5/2.1a 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.

**En5/2.2 Comprehension**

En5/2.2a maintain positive attitudes to reading and an understanding of what they read by:

- i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ii. reading books that are structured in different ways and reading for a range of purposes
- iii. 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
- iv. recommending books that they have read to their peers, giving reasons for their choices
- v. identifying and discussing themes and conventions in and across a wide range of writing
- vi. making comparisons within and across books
- vii. learning a wider range of poetry by heart
- viii. 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

En5/2.2b understand what they read by

- i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ii. asking questions to improve their understanding
- iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- iv. predicting what might happen from details stated and implied
- v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- vi. identifying how language, structure and presentation contribute to meaning

En5/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

En5/2.2d distinguish between statements of fact and opinion

En5/2.2e retrieve, record and present information from non-fiction

En5/2.2f 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

En5/2.2g 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

En5/2.2h provide reasoned justifications for their views.

## Writing

(The objectives for Writing are common across Years 5 and 6)

### En5/3.1 Spelling

En5/3.1a use further prefixes and suffixes and understand the guidance for adding them

En5/3.1b spell some words with 'silent' letters

En5/3.1c continue to distinguish between homophones and other words which are often confused

En5/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [Appendix 1](#)

En5/3.1e use dictionaries to check the spelling and meaning of words

En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

En5/3.1g use a thesaurus

### En5/3.2 Handwriting and Presentation

Pupils should be taught to write legibly , fluently and with increasing speed by:

En5/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

En5/3.2b choosing the writing implement that is best suited for a task

**En5/3.3 Composition**

En5/3.3a Plan their writing by:

- i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ii. noting and developing initial ideas, drawing on reading and research where necessary
- iii. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

En5/3.3b Draft and write by:

- i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- iii. précising longer passages
- iv. using a wide range of devices to build cohesion within and across paragraphs
- v. [using further organisational and presentational devices to structure text and to guide the reader](#)

En5/3.3c Evaluate and edit by:

- i. assessing the effectiveness of their own and others' writing
- ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- iii. ensuring the consistent and correct use of tense throughout a piece of writing
- iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

En5/3.3d proofread for spelling and punctuation errors

En5/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

**En5/3.4 Vocabulary, grammar & punctuation**

En5/3.4a develop their understanding of the concepts set out in [Appendix 2](#) by:

- i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ii. using passive verbs to affect the presentation of information in a sentence
- iii. using the perfect form of verbs to mark relationships of time and cause
- iv. using expanded noun phrases to convey complicated information concisely
- v. using modal verbs or adverbs to indicate degrees of possibility
- vi. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- vii. learning the grammar for years 5 and 6 in [Appendix 2](#)

En5/3.4b indicate grammatical and other features by:

- i. using commas to clarify meaning or avoid ambiguity in writing
- ii. using hyphens to avoid ambiguity
- iii. using brackets, dashes or commas to indicate parenthesis
- iv. using semicolons, colons or dashes to mark boundaries between independent clauses
- v. using a colon to introduce a list
- vi. punctuating bullet points consistently

En5/3.4c use and understand the grammatical terminology in [Appendix 2](#) accurately and appropriately in discussing their writing and reading.