



Reading

- Use a wide range of strategies to work out how to read unfamiliar words
- Read a range of non-fiction and modern fiction, including from literary heritage and from other cultures and traditions
- Make book recommendations about books to others, giving reasons for choices
- Discuss themes and ideas across a wide range of writing
- Explain and discuss understanding of reading using some technical terms e.g. metaphor
- Make comparisons within and across books
- Summarise ideas drawn from more than one paragraph, identifying key details
- Identify how language, structure and presentation of a piece of text affects its purpose
- Discuss understanding of texts, including exploring meaning of words in context
- Discuss how authors use language, including figurative language, to affect the reader
- Predict future events from details stated and implied
- Participate in discussions about books, building on and challenging ideas.

Grammar & Punctuation

- Use clauses beginning with **who, which, where, when, whose, that**
- Indicate degrees of possibility using adverbs [for example **perhaps, surely**] or modal verbs [for example **might, should, will, must**]
- Use words and phrases to build cohesion within a paragraph
- Link ideas across paragraphs using adverbials of time [later], place [nearby], number [secondly] or tense choices
- Use brackets dashes or commas to include additional information

Writing

- Apply taught spelling rules and knowledge in own writing
- Use a dictionary and thesaurus effectively
- Use advanced organisational and presentational skills e.g. linking ideas in paragraphs by using adverbials such as 'later'
- Use the correct tense consistently throughout a piece of writing
- Use expanded noun phrases to convey information concisely e.g. the pale, anxious man...
- Use modal verbs or adverbs to indicate degrees of possibility e.g. it might rain later
- Use adverbials of time(later), place (nearby), and number (secondly)
- Recognise vocabulary and structures that are appropriate for formal use
- Use clauses with commas to clarify meaning or avoid ambiguity e.g. the man, who was looking concerned was watching from afar
- Use brackets dashes and commas to include additional information
- Identify the audience and purpose before writing, and adapt accordingly to interest the chosen audience
- Describe setting atmosphere and characters effectively for the reader
- Can apply what has been learnt about standard and non-standard English when writing dialogue for characters (formal and informal speech)
- Generate ideas, draft and re read a piece of writing to check that the meaning is clear

