



Reading

- Use knowledge of words and grammar to read aloud and understand new words
- Choose to read a range of non-fiction and modern fiction from literary heritage and from other cultures and traditions
- Ask questions to improve understanding of texts
- Identify and discuss themes and conventions across a wide range of writing
- Provide reasoned justifications for views about a piece of text
- Consider different accounts of the same event / story and viewpoint of the author, for example how different characters might feel differently about the same event
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identify and discuss how the language, structure and presentation contribute to the meaning of a piece of text
- Justify the author's choice of language, including figurative language, to affect the reader
- Participate in formal presentations and debates about reading
- Reflect on feedback regarding the quality of their explanations and contributions to discussions about books

Grammar & Punctuation

- use of the passive voice to affect the presentation of information in a sentence [for example I *broke the window* versus *the window was broken (by me)*
- link ideas across paragraphs using a wider range of cohesive devices: repetitions of a word or phrase, grammatical connections and ellipsis
- Use layout devices such as heading, subheading, columns, bullet or tables to organise, present and structure the text for the reader
- Use a colon to introduce a list and use semi-colon within a list

Writing

- Draw on their knowledge of words and grammar to spell correctly
- Use a dictionary to check spelling and meaning
- Ensure correct subject and verb agreement e.g. my brother is a vet. My brothers are vets
- Use passive verbs to affect the presentation of the information e.g. I broke the window in the greenhouse. The window in the greenhouse was broken
- Recognise the difference in informal and formal language and when to use each in writing
- Use hyphens to avoid ambiguity e.g. recover and re-cover I need to recover the treasure. I must re-cover the tea to keep the flies away
- Use semi-colons, colons and dashes between independent clauses e.g. it's raining; I'm fed up!



- Punctuate bullet points consistently
- Select appropriate grammar and vocabulary to change and enhance the meaning
- Consciously control the structure of sentences and paragraphs for effect
- Summarise longer pieces of text
- Develop setting, atmosphere and character effectively including through dialogue between characters
- Speak orally using appropriate intonation(expression), volume, and movement
- Demonstrate a mastery of language through public speaking, performance and debate
- Choose the most appropriate form of writing and sustain for audience and purpose