




## GRAMMAR

 Year 5/6 objective  
 Year 5 objective  
 Year 6 objective

School selection (year group, class, cycle, etc.)	Fiction, Non-fiction or Poetry	Teaching Sequence	recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive	using the passive to affect the presentation of information in a sentence (Y6)	using the perfect form of verbs to mark relationships of time and cause (Y5/6)	using expanded noun phrases to convey complicated information concisely (Y5/6)	using modal verbs (e.g. <i>might, should, will, must</i> ) or adverbs (e.g. <i>perhaps, surely</i> ) to indicate degrees of possibility (Y5)	using modal verbs (e.g. <i>might, should, will, must</i> ) or adverbs (e.g. <i>perhaps, surely</i> ) to indicate degrees of possibility (Y5)	using relative clauses beginning with <i>who, which, where, when, whose, that</i> , or with an implied (i.e. omitted) relative pronoun (Y5)	using commas to clarify meaning or avoid ambiguity in writing (Y5)	using hyphens to avoid ambiguity (Y6)	using brackets, dashes or commas to indicate parenthesis (Y5)
			<i>formality</i>	<i>verbs</i>	<i>verbs</i>	<i>nouns and noun phrases</i>	<i>verbs</i>	<i>adverbs and adverbials</i>	<i>nouns and noun phrases</i>	<i>punctuation</i>	<i>punctuation</i>	<i>constructing sentences / punctuation</i>
			formality	passive	perfect verb form	expanded noun phrases	modal verbs	adverbs for possibility	relative clauses	commas for clarity	hyphens	brackets
A1	Fiction	Kensuke's Kingdom					X					X
A1	Non-fiction	The Everyday Journeys of Ordinary Things		X		X			X	X		X
A2	Fiction	Weslandia		X	X	X			X	X		
A2	Poetry	The Call				X				X		
Sp1	Non-fiction	Talking History	X				X			x		
Sp2	Fiction	Blackberry Blue	X			X						
Sp2	Fiction	The Shadow Cage								X		
Su1	Non-fiction	Extreme Animals	X			X			X		X	X
Su2	Non-fiction	Archipelago - An Atlas of Imagined Islands	X	X						X		X

No. sequences covering objective:

4   3   1   5   2   0   3   6   1   4

using brackets, dashes or commas to indicate parenthesis (Y5)	using brackets, dashes or commas to indicate parenthesis (Y5)	using semi-colons, colons or dashes to mark boundaries between independent clauses (Y6)	using semi-colons, colons or dashes to mark boundaries between independent clauses (Y6)	using semi-colons, colons or dashes to mark boundaries between independent clauses (Y6)	using a colon to introduce a list and use of semi-colons within a list (Y6)	punctuating bullet points consistently to list information (Y6)	devices to build cohesion within a paragraph (e.g. <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ) (Y5)	linking of ideas across paragraphs using adverbials of time (e.g. <i>later</i> ), place (e.g. <i>nearby</i> ) and number (e.g. <i>secondly</i> ) or tense choices (e.g. he <i>had</i> seen her before) (Y5)	linking of ideas across paragraphs using adverbials of time (e.g. <i>later</i> ), place (e.g. <i>nearby</i> ) and number (e.g. <i>secondly</i> ) or tense choices (e.g. he <i>had</i> seen her before) (Y5)	across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i> , <i>in</i>	layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6)	layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6)	layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6)	words related by meaning as synonyms and antonyms (e.g. <i>big</i> , <i>large</i> , <i>little</i> ) (Y6)
<i>constructing sentences / punctuation</i>	<i>constructing sentences / punctuation</i>	<i>constructing sentences / punctuation</i>	<i>constructing sentences / punctuation</i>	<i>constructing sentences / punctuation</i>	<i>constructing sentences / punctuation</i>	<i>punctuation</i>	<i>cohesion</i>	<i>cohesion / adverbs and adverbials</i>	<i>cohesion / verbs</i>	<i>cohesion</i>	<i>layout</i>	<i>layout</i>	<i>layout</i>	<i>vocabulary</i>
dashes	commas	semi-colons	colons	dashes	colons/semi-colons in lists	bullet points	cohesion within a paragraph	linking with adverbials	linking with tense	cohesion across paragraphs	headings/sub heading	columns & tables	bullet points	synonyms and antonyms
X				X	X			X	X					
								X	X		X			
							X			X				
											X			
							X	x	x	x	x			
		X	X		X									
		X	X							X				
X	X		X					X		X				
X	X						X				X			

3

2

2

3

1

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4

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4

4

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0

**WRITING (COMPOSITION)**

plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary	plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	evaluate and edit by: assessing the effectiveness of their own and others' writing	evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing
select form	note and develop ideas	draw on knowledge of characters and settings	select vocabulary / grammar	describing settings	describing characters	creating atmosphere	dialogue for characterisation	dialogue to advance action	précis	cohesion	presentational and layout devices	evaluating effectiveness	editing and improving	proofreading and correcting for tense
X	X	X	X	X	X	X				X		X	X	X
X	X		X							X	X	X	X	
X	X		X							X			X	
X	X		X								X		X	
X	X		X							X	X	X	X	
X	X	X	X			X			X			X	X	X
	X						X	X		X			X	X
X	X		X							X	X	X	X	X
X	X		X							X	X	X	X	X

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2

8

1

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2

1

1

1

7

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# READING (COMPREHENSION)

evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register		
	proof-read for spelling and punctuation errors	perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
<b>proofreading and correcting: sub/verb agreement &amp; formalities</b>	<b>proofreading and correcting: spelling &amp; punctuation</b>	<b>performing own compositions</b>
	X	
	X	
	X	
	X	X
	X	X
X	X	X
X	X	
X	X	

3 8 3

maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	maintain positive attitudes to reading and understanding of what they read by: 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	maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices	maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing	maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books	maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart	maintain positive attitudes to reading and understanding of what they read by: 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	understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	understand what they read by: asking questions to improve their understanding	understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<b>read and discuss wide range of texts</b>	<b>structure and purpose</b>	<b>familiarity with texts</b>	<b>recommending books</b>	<b>themes</b>	<b>making comparisons</b>	<b>learning poetry by heart</b>	<b>preparing readings aloud</b>	<b>check and explore words in context</b>	<b>questioning</b>	<b>inference</b>
	X	X		X					X	X
X	X							X		
	X	X						X	X	
X					X	X	X	X		
	X			X	X		X	X	X	
	X	X						X	X	
		X			X					
	X				X			X	X	
X	X				X			X	X	

3 7 4 0 2 5 1 2 7 6 1

# SPOKEN LANGUAGE

understand what they read by: predicting what might happen from details stated and implied	understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	understand what they read by: identifying how language, structure and presentation contribute to meaning	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	distinguish between statements of fact and opinion	retrieve, record and present information from non-fiction	participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously	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	provide reasoned justifications for their views						
<b>predicting</b>	<b>summarising</b>	<b>language, structure and presentation</b>	<b>language including figurative</b>	<b>fact v. opinion</b>	<b>retrieve and record from non-fiction</b>	<b>discussing reading</b>	<b>formal presentations and debates</b>	<b>justifying views</b>	<b>listen and respond appropriately to adults and their peers</b>	<b>ask relevant questions to extend their understanding and knowledge</b>	<b>use relevant strategies to build their vocabulary</b>	<b>articulate and justify answers, arguments and opinions</b>	<b>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</b>	<b>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b>
X		X	X			X				X	X		X	
	X	X			X								X	
		X								X	X			
X		X	X						X	X	X			
	X			X	X		X	X			X			
	X	X	X								X			
		X				X		X				X	X	
		X		X	X					X	X			
	X		X							X	X		X	

2	4	6	5	2	3	2	1	2	1	5	7	1	4	0
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use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	speak audibly and fluently with an increasing command of Standard English	participate in discussions, presentations, performances, role play, improvisations and debates	gain, maintain and monitor the interest of the listener(s)	consider and evaluate different viewpoints, attending to and building on the contributions of others	select and use appropriate registers for effective communication
				X	
					X
					X
	X	X	X	X	X
X	X	X	X	X	X
X					
X					

3	2	2	2	3	4
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