GRAMMAR

| | Year 5/6 objective (dark green) |
| Year 5 objective (light green) |
| Year 6 objective (blue) |

School selection (year group, class, cycle, etc.)	Fiction, Non-fiction or Poetry	Teaching Sequence	vocabulary and structures that are typical of informal speech and those appropriate for formal speech / formality	using the passive to affect the presentation of information in a sentence (Y6) / passive	using the perfect form of verbs to mark relationships of time and cause (Y5/6) / perfect verb form	using expanded noun phrases to convey complicated information concisely (Y5/6) / expanded noun phrases	verbs (e.g. *might, should, will, must*) or adverbs (e.g. *perhaps, surely*) to indicate / modal verbs	verbs (e.g. *might, should, will, must*) or adverbs (e.g. *perhaps, surely*) to indicate / adverbs for possibility	clauses beginning with *who, which, where, when, whose, that*, or with an implied (i.e. / relative clauses	using commas to clarify meaning or avoid ambiguity in writing (Y5) / commas for clarity	using hyphens to avoid ambiguity (Y6) / hyphens	using brackets, dashes or commas to indicate parenthesis (Y5) / brackets
SP1	Fiction	Blackberry Blue	X			X						
	Fiction	Hansel and Gretel				X			X	X		
SU2	Fiction	Inside the Villains	X							X		X
A1	Fiction	Kensuke's Kingdom					X					X
	Fiction	The Shadow Cage								X		
A2	Fiction	The Spanish Lotto advert			X							
	Fiction	Varjak Paw	X			X						
	Fiction	Weslandia		X	X	X			X	X		
SU1	Fiction	Word in Your Ear										X
SU1	Non-fiction	101 Things to do to become a superhero…or	X				X			X	X	
SU2	Non-fiction	Archipelago - An Atlas of Imagined Islands	X	X						X		X
	Non-fiction	Extreme Animals	X			X			X		X	X
	Non-fiction	RSPB (persuasive letter)				X	X		X			
	Non-fiction	Talking History	X				X			x		
A1	Non-fiction	The Everyday Journeys of Ordinary Things		X		X			X	X		X
	Non-fiction	The Lost Book of Adventure	X			X			X	X	X	X
	Non-fiction	The Secrets of Stonehenge	X	X	X		X	X				
SP 1/2	Non-fiction	Women in Science	X	X		X				X	X	X
A2	Poetry	The Call				X				X		
	Poetry	The Lost Words				X				X	X	X
		No. sequences covering objective:	10	5	3	11	5	1	6	12	5	9

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
using brackets, dashes or commas to indicate parenthesis (Y5)	using brackets, dashes or commas to indicate parenthesis (Y5)	colons, colons or dashes to mark boundaries between independent clauses (Y6)	colons, colons or dashes to mark boundaries between independent clauses (Y6)	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. *then*, *after that*, *this*, *firstly*) (Y5)	across paragraphs using adverbials of time (e.g. *later*), place (e.g. *nearby*) and number	across paragraphs using adverbials of time (e.g. *later*), place (e.g. *nearby*) and number	across paragraphs using a wider range of cohesive devices: repetition of a	(e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6)	(e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6)	(e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6)	words related by meaning as synonyms and antonyms (e.g. *big*, *large*, *little*) (Y6)
		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				X	X		X	
			X	X	X		X	X		X				
X	X										X			
											X			
X	X				X									
8	8	6	7	6	5	2	7	8	5	9	8	0	2	1

WRITING (COMPOSITION)

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
by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other	plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary	by: in writing narratives, considering how authors have developed characters and settings in what	by: selecting appropriate grammar and vocabulary, understanding how such choices can	by: in narratives, describing settings, characters and atmosphere and integrating dialogue to	by: in narratives, describing settings, characters and atmosphere and integrating dialogue to	by: in narratives, describing settings, characters and atmosphere and integrating dialogue to	by: in narratives, describing settings, characters and atmosphere and integrating dialogue to	by: in narratives, describing settings, characters and atmosphere and integrating dialogue to	draft and write by: précising longer passages	draft and write by: using a wide range of devices to build cohesion within and across paragraphs	by: using further organisational and presentational devices to structure text and to guide the	evaluate and edit by: assessing the effectiveness of their own and others' writing	by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify	evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing
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		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	X	
X	X		X								X		X	
X	X		X								X		X	
17	16	5	16	5	6	6	4	3	1	12	12	15	17	7

READING (COMPREHENSION)

by: ensuring correct subject and verb agreement when using singular and plural, distinguishing — and correcting: sub/verb agreement & formality	proof-read for spelling and punctuation errors — proofreading and correcting: spelling & punctuation	own compositions, using appropriate intonation, volume and movement so — performing own compositions
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
8	**17**	**4**

read and discuss wide range of texts	structure and purpose	familiarity with texts	recommending books	themes	making comparisons	learning poetry by heart	preparing readings aloud	check and explore words in context	questioning	inference
	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								X		
X					X	X	X	X		
	X							X		
8	**13**	**6**	**0**	**5**	**8**	**1**	**2**	**14**	**10**	**7**

SPOKEN LANGUAGE

predicting (understand what they read by: predicting what might happen from details stated and implied)	summarising (they read by: summarising the main ideas drawn from more than one paragraph, identifying key)	language, structure and presentation (they read by: identifying how language, structure and presentation contribute to meaning)	language including figurative (evaluate how authors use language, including figurative language, considering the)	fact v. opinion (distinguish between statements of fact and opinion)	retrieve and record from non-fiction (retrieve, record and present information from non-fiction)	discussing reading (discussions about books that are read to them and those they can read themselves, building on their)	formal presentations and debates (discuss their understanding of what they have read, including through formal presentations and debates,)	justifying views (provide reasoned justifications for their views)
	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						
4	**8**	**13**	**9**	**5**	**5**	**5**	**1**	**3**

SPOKEN LANGUAGE

listen and respond appropriately to adults and their peers	ask relevant questions to extend their understanding and knowledge	use relevant strategies to build their vocabulary	articulate and justify answers, arguments and opinions	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
		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	**9**	**14**	**3**	**7**

maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	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					
					X	
		X	X	X	X	X
						X
		X	X			X
	X		X			
		X				
						X
	X					
2	8	4	5	2	4	6