



Reading	
Reading for Pleasure / Decoding	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. Learn a wider range of poetry by heart. Recommend books they have read to their peers, giving reasons for their choices. Prepare poems and plays to read aloud or perform. Apply their growing knowledge of root words, prefixes both to read aloud and to understand the meaning of new words they meet.
Deduce and Infer	<ul style="list-style-type: none"> Summarise the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas. Check that the book makes sense, discussing their understanding and exploring the meaning of words in context. Ask questions to clarify understanding. Retrieve, record and present information from non-fiction texts. Ask an respond to questions to demonstrate a secure understanding. Distinguish between statements of fact and opinion. Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from details stated and implied. Provide reasoned justifications for own views.
Language for Effect	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Can analyse, compare and contrast how different authors use literal and figurative techniques to create imagery.
Themes	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a range of writing. Make comparisons within and across books. Participate in discussions about books, building on their own and others ideas. Explain and discuss their understanding of what they have read, including through formal presentations and debates.

Writing	
Transcription	<ul style="list-style-type: none"> Meet Yr6 spelling expectations (see appendix A) Can use a range of strategies to support accurate spelling in my writing. Can choose an appropriate handwriting style for a particular task. Can choose the writing implement that is best suited for the task.
Sentence	<ul style="list-style-type: none"> Can readily identify and use the passive voice. Can confidently use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun. Can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might) Can use formal and informal speech accurately in independent writing. Can use expanded noun phrases to convey complicated information concisely.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Can confidently use brackets, dashes or commas to indicate parenthesis. Can use commas to clarify meaning or avoid ambiguity. Can use ellipsis to link ideas between paragraphs. Can use bullet points effectively and consistently.
Composition	<ul style="list-style-type: none"> Can use my own knowledge to plan, draft, write and edit my own composition. Can use a wide range of devices to build cohesion within and across paragraphs. Can choose the appropriate tone for my writing (formal or informal) Can perform my on compositions considering my audience and using appropriate intonation, volume and movement. Can propose changes too vocabulary, grammar and punctuation to enhance meaning and improve my work.

Spelling		
Endings which sound like /spelt -ci-ous or -tious / əs/		<i>vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious</i>
Endings which sound like		<i>official, special, artificial, partial, confidential, essential</i>
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency		<i>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</i>
Words ending in -able and -ible Words ending in -ably and -ibly		<i>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</i>
Adding suffixes beginning with vowel letters to words ending in -fer		<i>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</i>
Use of the hyphen		<i>co-ordinate, re-enter, co-operate, co-own</i>
Words with the /i:/ sound spelt ei after c		<i>deceive, conceive, receive, perceive, ceiling</i>
Words containing the letter-string ough		<i>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</i>
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)		<i>doubt, island, lamb, solemn, thistle, knight</i>

Homophones and other words that are often confused	<p><i>advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</i></p>
--	---

Word List		
accommodate	identity	immediate(ly)
accompany	accompany	individual
according	achieve	interfere
achieve	aggressive	interrupt
amateur	amateur	language
ancient	male parent	leisure
apparent	guessed: past tense of the verb guess	lightning
appreciate	heard: past tense of the verb hear	marvellous
attached	herd: a group of animals	mischievous
available	led: past tense of the verb lead	muscle
average	lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)	necessary
awkward	morning: before noon	neighbour
bargain	mourning: grieving for someone who has died	nuisance
bruise	past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)	occupy
category	passed: past tense of the verb 'pass' (e.g. I passed him in the road)	occur
cemetery	precede: go in front of or before	opportunity
committee	proceed: go on	parliament
communicate	principal: adjective – most important (e.g. principal ballerina)	persuade
community	important person (e.g. principal of a college)	physical
competition	principle: basic truth or belief	prejudice
conscience*	profit: money that is made in selling things	privilege
conscious*	prophet: someone who foretells the future	profession
controversy	stationary: not moving	programme
convenience	stationery: paper, envelopes etc.	pronunciation
correspond	steal: take something that does not belong to you	queue
criticise (critic + ise)	steel: metal	recognise
curiosity	wary: cautious weary: tired	recommend
definite	who's: contraction of who is or who has	relevant
desperate	whose: belonging to someone (e.g. Whose jacket is that?)	restaurant
determined		rhyme
develop		rhythm
dictionary		sacrifice
disastrous		secretary
embarrass		shoulder
environment		signature
equip (-ped, -ment)		sincere(ly)
especially		soldier
exaggerate		stomach
excellent		sufficient
existence		suggest
explanation		symbol
familiar		system
foreign		temperature
forty		through
frequently		twelfth
government		variety
guarantee		vegetable
harass		vehicle
hindrance		yacht