

Hillmead Primary School
English Overview - Objectives

Year 6

Autumn 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>The Three Little Pigs Project</p> <p>The Last Wild</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p>- Asking questions to improve their understanding</p> <p>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>- Distinguish between statements of fact and opinion</p> <p>- Provide reasoned justifications for their views</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>- Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>- Making comparisons within and across books</p>	<p>- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>- Use further prefixes and suffixes and understand the guidance for adding them</p> <p>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>- Use dictionaries to check the spelling and meaning of words</p>	<p>- Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>- Brackets, dashes or commas to indicate parenthesis</p> <p>- Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>]</p> <p>- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>- How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>- Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision]</p>	<p>- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>- Using a wide range of devices to build cohesion within and across paragraphs</p> <p>- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify Meaning</p> <p>- Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Plan their writing by:</p> <p>- Noting and developing initial ideas, drawing on reading and research where necessary draft and write by:</p> <p>- Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Evaluate and edit by:</p>

		<p>Understand what they read by:</p> <ul style="list-style-type: none"> - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 		<ul style="list-style-type: none"> - Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] [KS1/LKS2 Revision] - Verb prefixes [for example, dis-, de-, mis-, over- and re-] - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] 	<ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
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Autumn 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>The Arrival</p> <p>The Maya Project</p>	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence - Predicting what might happen from details stated and implied - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> - Use dictionaries to check the spelling and meaning of words - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus. - Use further prefixes and suffixes and understand the guidance for adding them - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - Use a thesaurus 	<ul style="list-style-type: none"> - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Using passive verbs to affect the presentation of information in a sentence - Using expanded noun phrases to convey complicated information concisely - Using modal verbs or adverbs to indicate degrees of possibility - Using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> - Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision] - Linking ideas across paragraphs using adverbials of time [for example, later] 	<ul style="list-style-type: none"> - Selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning - Writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages - Using a wide range of devices to build cohesion within and across paragraphs <p>Plan their writing by:</p> <ul style="list-style-type: none"> - noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> - using further organisational and presentational devices to structure text and to guide the

		<ul style="list-style-type: none"> - Reading books that are structured in different ways and reading for a range of purposes -Identifying and discussing themes and conventions in and across a wide range of writing <p>Understand what they read by:</p> <ul style="list-style-type: none"> - Retrieving, record and present information from non-fiction - Participating in discussions about books that are read to them and those they can read for 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. 		<ul style="list-style-type: none"> - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?] -Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - Use of the colon to introduce a list and use of semi-colons within lists - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the 	<p>reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
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				greenhouse was broken (by me)]	
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Spring 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>Can we Save the Tiger</p> <p>The Hidden Forest</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Reading books that are structured in different ways and reading for a range of purposes - Learning a wider range of poetry by ear - 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 <p>Understand what they read by:</p> <ul style="list-style-type: none"> - Asking questions to improve their understanding - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Retrieving, record and present information from non-fiction 	<ul style="list-style-type: none"> - Use further prefixes and suffixes and understand the guidance for adding them - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - Use a thesaurus - 3 words to be explicitly taught, used and applied from the year 5/6 word list: <i>according, desperate, persuade</i> (also see 'vocabulary') 	<ul style="list-style-type: none"> - Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>] - Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>] - Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>] - Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Précising longer passages - Using a wide range of devices to build cohesion within and across paragraphs - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing

		<ul style="list-style-type: none"> - Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - Explaining 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 - Providing reasoned justifications for their views - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Identifying how language, structure and presentation contribute to meaning 		<p>and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <ul style="list-style-type: none"> - How words are related by meaning as synonyms - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover] 	<ul style="list-style-type: none"> - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Proof-read for spelling and punctuation errors - Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>Plan their writing by:</p> <ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary
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				<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms- Using modal verbs or adverbs to indicate degrees of possibility- Using brackets, dashes or commas to indicate parenthesis	
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Spring 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>The Invention of Hugo Cabret</p> <p>Suffragette: The Battle for Equality</p>	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - Use dictionaries to check the spelling and meaning of words 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Identifying and discussing themes and conventions in and across a wide range of writing <p>- Making comparisons within and across books</p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> - Asking questions to improve their understanding - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - Providing reasoned justifications for their views 	<ul style="list-style-type: none"> - Use further prefixes and suffixes and understand the guidance for adding them - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - Use dictionaries to check the spelling and meaning of words 	<ul style="list-style-type: none"> - Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision] - Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] [KS1/LKS2 Revision] - Verb prefixes [for example, dis-, de-, mis-, over- and re-] - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Brackets, dashes or commas to indicate parenthesis - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus he broke the window in the greenhouse was broken (by me)] 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> - Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear - In narratives, describing settings, characters and

		<ul style="list-style-type: none"> - 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 and traditions - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 		<ul style="list-style-type: none"> - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> Or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - Use of the colon to introduce a list and use of semi-colons within lists - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] - Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] 	<p>atmosphere and integrating dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> - Précising longer passages
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				<ul style="list-style-type: none">- Use of commas to clarify meaning or avoid ambiguity- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]	
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Summer 1	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
<p>Night Mail</p> <p>A Beautiful Lie</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p>- Learning a wider range of poetry by heart</p> <p>- 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</p> <p>- Predicting what might happen from details stated and implied</p> <p>- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>- Identifying how language, structure and presentation contribute to meaning</p> <p>- Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>- Use dictionaries to check the spelling and meaning of words</p> <p>- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>- Using expanded noun phrases to convey complicated information concisely</p> <p>- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>- Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>- Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p> <p>- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on</i></p>	<p>- Assessing the effectiveness of their own and others' writing</p> <p>- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>- Précising longer passages</p> <p>Plan their writing by:</p> <p>- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>- Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>- In writing narratives, considering how authors have developed characters</p>

		<ul style="list-style-type: none"> - 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 and traditions - Identifying and discussing themes and conventions <p>Understand what they read by:</p> <ul style="list-style-type: none"> - Asking questions to improve their understanding - Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas - Explaining 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 - Providing reasoned justifications for their views 		<p><i>the other hand, in contrast, or as a consequence], and ellipsis</i></p>	<p>and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Ensuring the consistent and correct use of tense throughout a piece of writing - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
<p>From KS3 (for more able children please consider)</p>	<p>Understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries - Making inferences and referring to evidence in the text - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension <p>Read critically through:</p> <ul style="list-style-type: none"> - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - Recognising a range of poetic conventions and understanding how these have been used 				

Summer 2	Word Reading	Reading Comprehension	Transcription	Vocabulary, Grammar & Punctuation	Composition
Romeo and Juliet Grimm Tales for Young and Old	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - 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 and traditions - Identifying and discussing themes and conventions in and across a wide range of writing - Learning a wider range of poetry by ear - 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 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Drawing inferences such as inferring characters' feelings, thoughts and motives from 	<ul style="list-style-type: none"> -Use further prefixes and suffixes and understand the guidance for adding them - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 	<ul style="list-style-type: none"> - Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] (LKS2) - Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] (LKS2) - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the strict maths teacher with curly hair</i>) (LKS2) - Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] (LKS2) - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (UKS2) - Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] 	<ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

		<p>their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> - Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - Providing reasoned justifications for their views 		<ul style="list-style-type: none"> - Brackets, dashes or commas to indicate parenthesis - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis 	<ul style="list-style-type: none"> - Noting and developing initial ideas, drawing on reading and research where necessary
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