



# Curriculum Guidance English

Long term planning guidance by year group.

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## English Learning Objectives

### Reading

- 1 To use reading strategies
- 2 To understand texts
- 3 To interpret texts
- 4 To recognise the structure and organisation of texts
- 5 To analyse the language of texts
- 6 To give opinions of texts
- 7 To understand the purpose of texts

### Writing

- 1 To compose sentences appropriately
- 2 To punctuate accurately
- 3 To organise writing accurately
- 4 To evaluate and edit writing
- 5 To write with purpose
- 6 To use vocabulary appropriately
- 7 To spell words correctly

## Year 1 Reading

Word reading	Understanding	Interpreting
Decode words using phonic knowledge	Recall basic information from a text	Make plausible attempts to infer character's feelings
Know all 40+ phonemes	Begin to make predictions in stories	
Read common exception words (see list)	Link texts to their experiences	
Read -s, -es, -ing, -ed, -er, -est endings		
Understand contracted words and the role of the apostrophe (I'm, I'll, we'll)		
Read compound words (e.g. beehive, playground, classroom)		

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
Understand basic features of fairy stories and traditional tales	Comment on obvious features of the text types	Listen to a wide range of stories, poems and non-fiction texts
Understand why certain words and phrases have been used	Know the difference between fiction and non-fiction	Join in with repetitive/predictable phrases in texts
		Recite familiar poems and rhymes
		Role-play to explore characters and use language learnt

## Year 1 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
Compose a sentence orally before writing it	Leave spaces between words	Spell words containing each of the 40+ phonemes already taught	Form upper and lower case letters
Sequence sentences to form short narratives	Join words and clauses using 'and'	Spell common exception words	Form digits 0 -9
Re-read a sentence to check that it makes sense	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Spell the days of the week	Hold a pencil correctly
Discuss what they have written with the teacher	Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'	Name the letters of the alphabet in order	Understand which letters belong to which handwriting 'families'
Read aloud their writing clearly enough to be heard		Use letter names to distinguish between alternative spellings of the same sound	
		Use suffixes including -s, -es, -ing, -ed, -er, on simple root words	
		Use the prefix un- with simple words	
		Write simple dictated sentences that include words taught so far	

## Year 1 Appendix

### Grammar and Punctuation

Sentence Structure	Text Structure	Punctuation	Vocabulary
Know how words can combine to make sentences  Join words and joining sentences using 'and'	Sequence sentences to link ideas	Separate words with spaces  Introduction to capital letters and full stops to demarcate sentences  Use of capital letters for names and for the personal pronoun 'I'	word, sentence, letter, capital letter, full stop, punctuation, singular, plural,

### Spelling

Pupils should be taught:
<p>The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</p> <p>The letters of the alphabet and the sounds which they most commonly represent (set 1 RWI sounds)</p> <p>Vowel digraphs and trigraphs (set 2 and 3 RWI sounds)</p> <p>Words containing double letter sounds /ff/, /ll/, /ss/, /zz/</p> <p>Word endings /s/, /es/, /ing/, /ed/, /er/, /est/ where there is no change to the root word.</p> <p>To add the prefix /un/</p> <p>Compound words (e.g. football, playground, bedroom)</p> <p>Consonant spellings /ph/, /wh/</p> <p>Words ending in /-y/ (e.g. very, happy, funny)</p> <p>Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>

## Year 2 Reading

Word reading	Understanding	Interpreting
Read accurately, including multi syllabic words	Begin to punctuate accurately when reading	Make simple inferences from reference to the text
Read most words without overt sounding and blending	Make verbal predictions in fiction based on prior reading	Discuss reasons for events in a story
To check the text makes sense, correcting inaccurate reading	Recall sequence of events in books and how they are related	Begin to show empathy
Read words contain set 3 sounds	Become familiar with and retell a wider range of stories	Discuss their understanding of poems and books they have heard or read
Read a wider range of common exception words (see list)	Identify meanings of new words linking to known vocabulary	
	Ask and answer questions about a text	

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
Begin to express views on texts they have read including, contemporary and classical poetry, stories and non-fiction	Know features of main types of texts	Discuss favourite words and phrases
Recognise simple language features (e.g. rhyme and repetition)	Understand different non-fiction text types	Recite and perform favourite poems using intonation to clarify meaning
Begin to recognise that words are chosen for effect		Listen to and read a wide range of poems, stories, plays and information books
Identify simple purpose of different texts		Use role-play to explore characters and use language learnt

## Year 2 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
Write a sequence of sentences to form short narratives, poetry and writing for different purposes	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, question marks, exclamation marks, commas for lists, possessive apostrophe (singular) and apostrophes for contracted forms	Segment spoken words into phonemes and represent these by graphemes	Form all lower case letters of the correct size relative to one another
Plan what they will write about and say it out loud	Use sentence with different forms – statement, question, exclamation, command	Learn new ways of spelling phonemes for which one or more spellings are already known	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Evaluate their writing with the teacher or other pupils	Expand noun phrases to describe and specify (e.g. the blue butterfly)	Spell common exception words	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Re-read to check that their writing makes sense	To use past and present tense correctly and consistently	Spell words with contracted forms	Use spacing between words that reflects the size of the words
Proof read for to check for errors in spelling, grammar and punctuation	Use subordination (using when, if, that, or because) and coordination (using or, and, or but)	Distinguish between homophones and near-homophones	
Read aloud what they have written with appropriate intonation to make meaning clear		Use suffixes including –ment, -ness, -ful, -less, -ly	
		Write simple dictated sentences that include words taught so far	

## Year 2 Appendix

### Grammar and Punctuation

Sentence Structure	Text Structure	Punctuation	Vocabulary
<p>Use of subordination using 'when', 'if', 'that', 'or' 'because' and co-ordination using 'or', 'but'</p> <p>Use of expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Use of sentences with different forms: statement, question, exclamation, command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use of commas to separate items in a list</p> <p>Use apostrophes to mark contracted forms in spelling</p>	<p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>

### Spelling

<p><b>Pupils should be taught:</b></p> <p><i>Revision of spelling taught in Year 1</i></p> <p>Word endings /ge/ and /dge/ (e.g. age, badge, edge)</p> <p>The soft /c/ sound (e.g. ice, city, circle)</p> <p>Consonant spellings /wr/, /gn/, /kn/ at the beginning of words</p> <p>Word endings /e/ /a/ /il/ (e.g. travel, metal, pencil)</p> <p>/igh/ sound spelt /y/ at the end of words (e.g. cry, dry, reply)</p> <p>Word endings /es/, /ed/, /ing/, /er/, and /est/ to a root word ending in -y</p> <p>Word endings /ing/, /ed/, /er/, /est/ and /y/ to words ending in -e</p> <p>Suffixes /ment/, /ness/, /ful/, /less/ and /ly/</p> <p>Contractions (e.g. didn't, can't, hasn't)</p> <p>The possessive apostrophe (e.g. Megan's, the man's)</p> <p>Word ending /tion/</p> <p>Homophones (e.g. hear/here, sun/son, where/wear)</p> <p>Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, old, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr., Mrs. Parents, Christmas</p>
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## Year 3 Reading

Word reading	Understanding	Interpreting
Begin to use knowledge of root words, prefixes and suffixes to understand the meaning of new words	Understand and refer to the main points of the text	Begin to give reasons for events and actions in fiction texts
Begin to use grammatical context to decipher new words	Begin to use evidence (e.g. quotes) from the text to demonstrate main points	Give personal responses to situations in texts
Read further common exception words (see list)	Retrieve and record basic information from questions asked	Can ask simple and relevant questions about a variety of texts
	Make sensible predictions based on knowledge of the text	
	Discuss words and phrases that capture the readers interest	
	Identify the theme in a given text	

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
Comment on simple use of language	Identify features of main types of texts	Listen to and discuss a range of fiction and non-fiction including, plays, reference books and myths and legends
Identify the main purpose of a text	Identify different non-fiction text types	Read and perform plays and poetry
Express personal response to texts	Begin to use dictionaries and other reference books appropriately	

## Year 3 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use further prefixes and suffixes and understand how to add them	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures	Use conjunctions, adverbs and prepositions to express time and clause	Spell further homophones	Increase the legibility, consistency and quality of handwriting
In narratives create settings, characters and plot		Write simple dictated sentences that include words taught so far	
In non-narrative, use simple organisational devices (e.g. headings and sub-headings)			
Proof read for spelling and punctuation errors			
Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear			

## Year 3 Appendix

### Grammar and Punctuation

Sentence Structure	Text Structure	Punctuation	Vocabulary
Expresses time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or) prepositions (e.g. before, after, during, in, because of)	Introduction to paragraphs as a way to group related material Use of headings and sub-headings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause (e.g. 'I have written it down so we can check what he said.')	Introduction to inverted commas to punctuate direct speech	word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause

### Spelling

<p><b>Pupils should be taught:</b></p> <p><i>Revision of spelling taught in Year 2</i></p> <p>Develop a range of personal strategies for learning new and irregular words</p> <p>Develop a range of strategies for checking and proof reading spellings after writing</p> <p>Spell further homophones (e.g. break/brake, knot/not, grate/great)</p> <p>The possessive apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Proof-read work for spelling errors</p> <p>Prefixes /pre-, /dis-, /mis-, /re-, /sub-, /tele- /auto-/ /sh/ sound spelt /ch/, /s/, /ss/, /ci/ (e.g. chef, sure, mission, special) /ai/ sound spelt /ei/, /eigh/, /aigh/ (e.g. vein, eight, straight) /i/ sound spelt /y/, /o/, /u/, /ui/, /e/ (e.g. gym, women, busy, build, pretty) /k/ sound spelt /ch/ (e.g. scheme, chorus, echo)</p>
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## Year 4 Reading

Word reading	Understanding	Interpreting
Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words	Identify the main issues in a text and talk about them	Begin to give reasons for events and actions using evidence from the text
Begin to use grammatical context to decipher new words	Use quotes and other evidence to demonstrate understanding of main points	Devise questions to develop their understanding of the text
To read further common exception words (see list)	Justify predictions by referring to the text	Predict events and plots from implied details in the text
	Summarise main ideas for more than one paragraph	Begin to understand characters actions, feelings and emotions

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
Explain the way language is used in different text types	Understand how structure can enhance meaning in a text	Listen to and discuss a range of fiction and non-fiction including, plays, reference books and myths and legends
Identify the main purpose of a text and it's intended audience	Identify differences between different fiction and non-fiction genres	
Express personal response to texts and compare to similar texts	Use dictionaries and reference books with increasing accuracy	
Begin to understand overall effects of texts on the reader	Recognise different forms of poetry, free verse and narrative	

## Year 4 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
Organise writing into paragraphs	Use the present perfect form of verbs in contrast to the past tense	Spell words that are often misspelt	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Use organisational devices in non-narrative writing (headings and sub-headings	Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition	Place the possessive apostrophe accurately in words with regular and irregular plurals	
Write using a range of sentence structures, including complex sentences	Use fronted adverbials	Use the first two or three letters of a word to check it's spelling in a dictionary	Increase the legibility, consistency and quality of handwriting
Create settings, characters and plots in narrative writing	Use commas after fronted adverbials	Write simple dictated sentences that include words taught so far	
Purpose of writing is clear	Indicate possession by using the possessive apostrophe with plural nouns		
Assess the effectiveness of their own and others' writing	Use and punctuate direct speech		

## Year 4 Appendix

### Grammar and Punctuation

Sentence Structure	Text Structure	Punctuation	Vocabulary
<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Use of fronted adverbials (e.g. 'Later that day, I heard the bad news.')</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas to punctuate direct speech</p> <p>Use of apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials</p>	<p>pronoun, possessive pronoun, adverbial</p>

### Spelling

<p><b>Pupils should be taught:</b></p> <p><i>Revision of spellings taught in Year 3</i></p> <p>To develop a range of personal strategies for learning new and irregular words</p> <p>To develop a range of strategies for checking and proof reading spellings after writing</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>To proof-read work for spelling errors</p> <p>Prefixes /in-/, /il-/, /im-/, /ir-/, /inter-/, /anti-/            Suffixes /-ation/, /-ous/            Suffixes beginning with a vowel to words of more than one syllable (e.g. /-ing/, /-er/)            Possessive apostrophe with singular proper nouns (e.g. London's population)            Possessive apostrophe with plural words (e.g. boys', babies')            /s/ sound spelt /sc/ (e.g. science)            /tion/ sound spelt /sion/, /ssion/, /cian/</p>
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## Year 5 Reading

Word reading	Understanding	Interpreting
Can read all text types fluently and accurately	Identify most relevant points from a given text	Give reasons for events and actions, using evidence from the text
Is beginning to read aloud for a purpose	Use quotes and other evidence accurately to reinforce main points	Predict accurately from implied details in the plot
Will use knowledge of text content to aid meaning in unfamiliar words	Begin to scan and skim for main points, attempting to summarise	Can understand characters' actions and motivations
Is beginning to use etymological and morphological knowledge to decipher meaning		Ask questions that show understanding
Use knowledge of root words, prefixes and suffixes to understand the meaning of new words		Understand the difference between fact and opinion
		Make comparisons within and across books

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
Understand how authors use language to create effect	Identify structural features of a range of texts	Read and listen to a wide range of poetry, fiction, plays, non-fiction, reference books and text books
Identify the writers opinion by referring to the text	Begin to compare different forms of texts and reasons for the authors choice	Enjoy a wide range of myths and legends, traditional tales and stories from other cultures and traditions
Understand the main purpose of a range of text types	Identify genre-specific language	Recite a wide range of poems by heart
Understand common language features of texts	Use dictionaries and thesaurus' accurately	
Link context to the meaning of the text		

## Year 5 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
Note and develop initial ideas drawing upon reading where appropriate	Use passive verbs to affect the presentation of information in a sentence	Use further prefixes and suffixes and understand the guidance for adding them	Write legibly, fluently and with increasing speed
In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	Use modal verbs and adverbs to indicate degrees of possibility	Spell some words with 'silent' letters (e.g. psalm, solemn)	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
Use further organisational and presentational devices to structure the text and to guide the reader (e.g. headings, bullet points)	Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun	Continue to distinguish between homophones and other words which are often confused	Choose the writing implement that is best suited for a task
Assess the effectiveness of their own and others' writing	Use commas to clarify meaning or avoid ambiguity in writing	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
Ensure the consistent and correct use of tense throughout a piece of writing	Use a colon to introduce a list		
Proof-read for spelling and punctuation errors			
Perform their own compositions, using appropriate intonation, volume and movement so meaning is clear			

## Year 5 Appendix

### Grammar and Punctuation

Sentence Structure	Text Structure	Punctuation	Vocabulary
<p>Use of relative clauses beginning with 'who', 'which', 'where', 'why', 'whose', 'that', or an omitted relative pronoun</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p>	<p>Use of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Use of the colon to introduce a list</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>

### Spelling

<p><b>Pupils should be taught:</b></p> <p><i>Revision of spellings taught in Year 4</i></p> <p>To develop a range of personal strategies for learning new and irregular words</p> <p>To develop a range of strategies for checking and proof reading spellings after writing</p> <p>To spell words with 'silent' letters (e.g. knight, psalm, solemn)</p> <p>To continue to distinguish between homophones (e.g. isle/aisle, affect/effect, whose/who's)</p> <p>To use knowledge of morphology and etymology in spelling</p> <p>To use a thesaurus</p> <p>To proof-read work for spelling errors</p> <p>To check spellings using another source (e.g. spell checker on screen)</p> <p>Words containing the letter string /ough/</p> <p>Words ending in /-able/, /-ably/, /-ible/, /-ibly/</p> <p>The use of hyphens within words (e.g. co-ordinate, co-operate)</p> <p>/ee/ sound spelt /ei/ (e.g. receive, ceiling)</p>
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## Year 6 Reading

Word reading	Understanding	Interpreting
Can read all text types fluently and accurately, including reference and subject-specific books	Identify all main points and begin to order in terms of importance	Give in depth reasons for events and actions, using evidence from different parts of the text
Can read aloud to an audience	Will use all evidence accurately and reference to own opinion	Predict accurately from implied details as well as hints in the plot
Will use etymological knowledge to decipher meaning	Scan and skim for main points, summarising concisely	Can understand characters' actions and motivations, with reference to implied meanings
	Ask questions to improve understanding	Ask searching questions to consolidate and stretch understanding
	Use non-fiction texts to make notes	Understand the difference between fact and opinion and explain reasons for this
		Identify and discuss themes and conventions within and across books

Language, Viewpoint and context	Structure and organisation	Enjoyment of Reading
Understand how authors use language to create effect, including figurative language	Identify structural features of a range of texts and comment on their effectiveness	Enjoy a range of modern fiction from our literary heritage
Explain the effect of the writers opinion and viewpoint on the reader	Compare and contrast different forms of texts and reasons for the authors choice	Perform plays and poetry using intonation, tone and volume to convey meaning
Understand the main purpose of a range of text types, commenting on authors choice	Identify and comment on genre-specific language	Discuss what they have read and share and challenge viewpoints
Understand the common differences and similarities between text types	Use dictionaries, thesaurus' and other reference books accurately	
Explain how the context of the text can alter meaning		
Recommend their favourite books providing justifications		



## Year 6 Writing

Composition and Organisation	Vocabulary, punctuation and grammar	Spelling	Handwriting
Identify the audience for and the purpose of writing, selecting the appropriate form and using other similar writing as models for their own	Use recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically	Write legibly, fluently and with increasing speed
Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Use the perfect forms of verbs to mark relationships of time and clause	Use dictionaries to check the spelling and meaning of words	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	Use expanded noun phrases to convey complicated information concisely	Use a thesaurus	Choose the writing implement that is best suited for a task
Use a wide range of devices to build cohesion within and across paragraphs	Use hyphens to avoid ambiguity		
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Use brackets, dashes or commas to indicate parenthesis		
Distinguish between the language of speech and writing and choose the appropriate register	Punctuate bullet points consistently		
Proof-read for spelling and punctuation errors			
Perform their own compositions, using appropriate intonation, volume and movement so meaning is clear			

## Year 6 Appendix

### Grammar and Punctuation

Sentence Structure	Text Structure	Punctuation	Vocabulary
<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken')</p> <p>Use of expanded noun phrases to convey complicated information concisely (e.g. 'The boy that jumped over the fence is over there', or 'The fact that it was raining meant the end of sports day.')</p> <p>Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing, such as the use of question tags, (e.g. 'He's your friend, isn't he?'), or the use of the subjunctive in some very formal writing and speech</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as 'on the other hand, in contrast, or as a consequence'), and ellipsis</p> <p>Use of layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. 'It's raining; I'm fed up.')</p> <p>Use of bullet points to list information</p> <p>Know how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover versus re-cover')</p> <p>Use of brackets, dashes or commas to indicate parenthesis</p>	<p>active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym</p>

### Spelling

<p><b>Pupils should be taught:</b></p> <p><i>Revision of spellings taught in Year 5</i></p> <p>To develop a range of personal strategies for learning new and irregular words</p> <p>To develop a range of strategies for checking and proof reading spellings after writing</p> <p>To use knowledge of morphology and etymology in spelling</p> <p>To use dictionaries to check the spelling and meaning of words</p> <p>To use a thesaurus</p> <p>To proof-read their own and other people's work for spelling errors</p> <p>Suffixes /-cious/, /-tious/</p> <p>Word endings /-al/ (e.g. special, artificial)</p> <p>Word endings /-ance/, /-ancy/, /-ence/, /-ency/</p> <p>To continue to distinguish between homophones (e.g. advice/advise, practice/practise, device/devise)</p>
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