
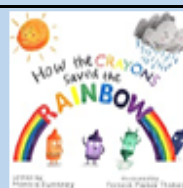


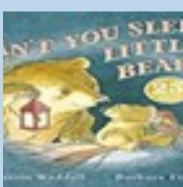
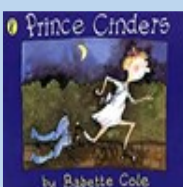



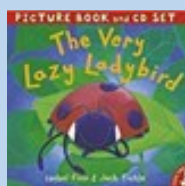
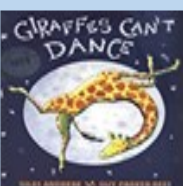





# Reading Passport- Reception to Year 1



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Knowledge	Skills		Vocabulary
<p>Knowledge of a wide range of fiction / non-fiction texts.</p> <p>Phonic knowledge to decode quickly and accurately FS2 high frequency words.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words.</p> <p>Segment sounds in simple words, blend together and know some letters which represent them.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begin to read words and simple sentences.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>Enjoy an increasing range of books.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p>		<p>Blend,</p> <p>Decode,</p> <p>Digraph,</p> <p>Grapheme,</p> <p>Phoneme,</p> <p>Segment,</p> <p>Split digraph,</p> <p>Trigraph</p> <p>Sense</p> <p>Poetry</p> <p>Story</p> <p>Fairy Story</p> <p>Traditional Tale</p> <p>Vocabulary</p> <p>Prediction</p>
Texts	Core Texts	Traditional Tales	Poems & Rhymes
<p>A wide range of genres, including traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<p>Goldilocks and the Three Bears</p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>The Gingerbread Man</p> <p>The Little Red Hen</p>	<p>Heads shoulders knees and toes</p> <p>Let no one steal your dreams</p> <p>Grand Old Duke of York</p> <p>I'm the dragon of Grun</p> <p>The north wind doth blow</p> <p>A Chubby Little Snowman</p> <p>You are my sunshine</p> <p>The African elephant</p> <p>I can sing a rainbow</p> <p>My Colours</p> <p>Incy Wincy Spider</p> <p>A dragonfly</p>



# Writing Passport- Reception to Year 1



## Speaking and Listening

I can predict what might happen next in a story.



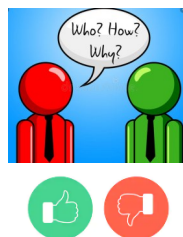
I can ask questions when I listen to a story.



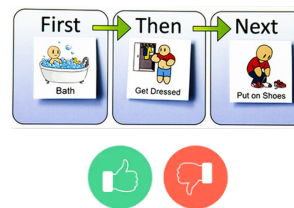
I can listen in a range of situations.



I can ask 'how' and 'why' questions.

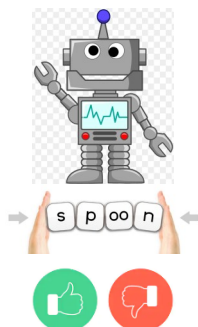


I can create my own narrative which connects ideas and events.

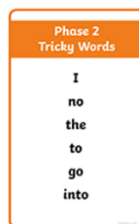


## Writing

I can sound out my words.



I can write 'tricky' words.



I can write sentences.

To Harry I wish I could read  
your books for me



I can control my pencil.



I can use my beautiful handwriting.



Other people can read my sentences.

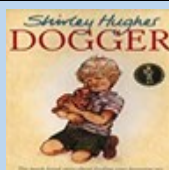
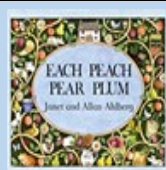
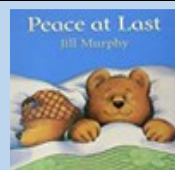


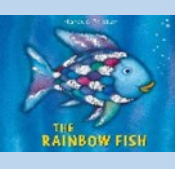



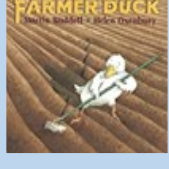

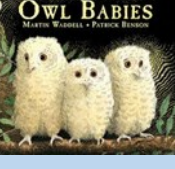




# Reading Passport- Reception to Year 1



## Foundation Stage Cycle B

Knowledge	Skills		Vocabulary
<p>Knowledge of a wide range of fiction / non-fiction texts.</p> <p>Phonic knowledge to decode quickly and accurately FS2 high frequency words.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words.</p> <p>Segment sounds in simple words, blend together and know some letters which represent them.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begin to read words and simple sentences.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>Enjoy an increasing range of books.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p>		<p>Blend,</p> <p>Decode,</p> <p>Digraph,</p> <p>Grapheme,</p> <p>Phoneme,</p> <p>Segment,</p> <p>Split digraph,</p> <p>Trigraph</p> <p>Sense</p> <p>Poetry</p> <p>Story</p> <p>Fairy Story</p> <p>Traditional Tale</p> <p>Vocabulary</p> <p>Prediction</p>
Texts	Core Texts	Traditional Tales	Poems & Rhymes
<p>A wide range of genres, including traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<p>Goldilocks and the Three Bears</p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>The Gingerbread Man</p> <p>The Little Red Hen</p>	<p>There was an old lady who live in a shoe</p> <p>Hands</p> <p>When Goldilocks went to the house of the bears</p> <p>No Hickory, No Dickory, No Dock</p> <p>2 little dickie birds</p> <p>Cats</p> <p>I went to visit a farm one day</p> <p>Cows</p> <p>Wheels on the bus</p> <p>Go! Go! Go!</p> <p>A sailor went to sea</p> <p>Roger was a Razor Fish</p>



# Writing Passport- Reception to Year 1



## Speaking and Listening

I can predict what might happen next in a story.



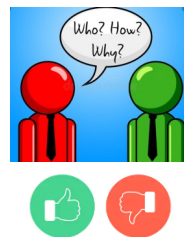
I can ask questions when I listen to a story.



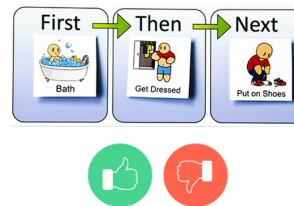
I can listen in a range of situations.



I can ask 'how' and 'why' questions.

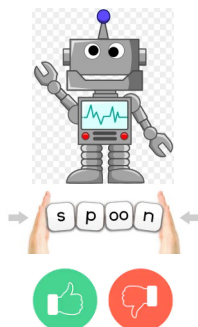


I can create my own narrative which connects ideas and events.

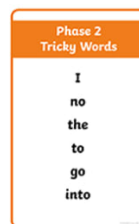


## Writing

I can sound out my words.



I can write 'tricky' words.



I can write sentences.

To Harry I wish I could read  
your books for me



I can control my pencil.



I can use my beautiful handwriting.



Other people can read my sentences.







# Reading Passport– Year 1 to Year 2



Knowledge	Skills		Vocabulary
<p>Knowledge of a wide range of fiction / non-fiction texts.</p> <p>Phonic knowledge to decode quickly and accurately</p> <p>Y1 common exception words</p>	<p>Apply phonic knowledge &amp; skills as the route to decode words.</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>Read words containing taught GPCs, words containing -s, -es, -ing, -ed and -est endings plus words with contractions.</p> <p>Read &amp; re-read texts consistent with their developing phonic knowledge, that do not require the use other strategies to work out words.</p> <p>Check for sense &amp; self-correct.</p> <p>Listen to &amp; discuss a wide range of fiction, non-fiction &amp; poetry beyond what they can read independently. Re-tell, discuss &amp; make links to their own experience.</p> <p>Discuss significance of titles &amp; events plus word meanings. Begin to make simple inferences &amp; predictions.</p> <p>Recite simple poems by heart.</p>		<p>Blend</p> <p>Decode</p> <p>Digraph</p> <p>Grapheme</p> <p>Phoneme</p> <p>Segment,</p> <p>Split digraph Tri-graph</p> <p>Sense</p> <p>Poetry</p> <p>Story</p> <p>Fairy Story</p> <p>Traditional Tale</p> <p>Vocabulary</p> <p>Prediction</p>
Texts	Core Texts	Traditional Tales	Poems & Rhymes
<p>A wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <div> <div>Cornerstone Texts</div> <div>The Centre for Literacy in Primary Education (CLPE)</div> <div>Pie Corbett</div> </div>		<p>The Tortoise and The Hare</p> <p>The Three Little Pigs</p> <p>Jack and the Beanstalk</p> <p>The Magic Paintbrush</p> <p>The Town Mouse and The Country Mouse</p>	<p><b>Changing Guard at Buckingham Palace</b> - A A Milne</p> <p><b>The Lord's Prayer</b> -Matthew 6: 9-13</p> <p><b>Leap like Leopard</b> - John Foster</p> <p><b>Here is the Seed</b> - John Foster</p> <p><b>I am the Seed that Grew the Tree</b> - National Trust Anthology</p> <p><b>Undersea Tea</b> - Tony Mitton</p>



# Writing Passport– Year 1 to Year 2



## Writing

## Vocab

I can spell the days of the week.



I can name the letters of the alphabet in order.



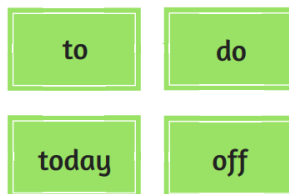
I can write from memory simple sentences said by the teacher.



I can spell words correctly using my phonics knowledge.



I can write common exception words.



I can correctly form capital letters and use them at the start of me sentence, for names and for the pronoun 'I'.



letter

capital letter

word

singular

plural

sentence

punctuation

full stop

question mark

exclamation mark

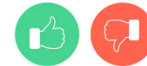
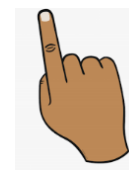
I can sit correctly at a table, holding a pencil comfortably and correctly.



I can sequencing sentences to form short stories.



I can separate words using a finger space.



I can re-read my writing to check it makes sense.



I can join words and clauses using "and".




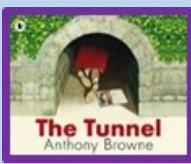
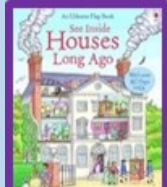

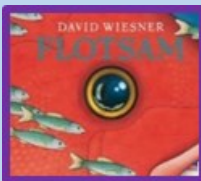
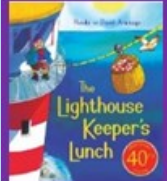

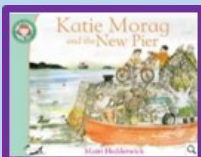



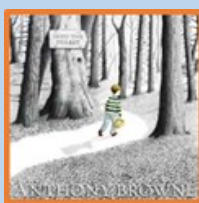
I can use a capital letter and a full stop, question mark or exclamation mark





# Reading Passport– Year 2 to Year 3



Knowledge	Skills		Vocabulary			
<p>Knowledge of a wide range of fiction / non-fiction texts.</p> <p>Phonic knowledge to decode quickly and accurately</p> <p>Most Y1 &amp; Y2 common exception words</p>	<p>Apply phonic knowledge &amp; skills to decode words until automatic decoding embedded &amp; reading is fluent.</p> <p>Read most words of two or more syllables accurately &amp; most words containing common suffixes.</p> <p>Read most Y1 and Y2 common exception words.</p> <p>Read &amp; re-read aloud books closely matched to phonic knowledge.</p> <p>Read words accurately &amp; fluently without sounding &amp; blending plus check for sense.</p> <p>Participate in discussions, re-tell &amp; make links between a wide range of stories, fairy stories and traditional tales.</p> <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear</p> <p>Make predictions &amp; inferences on the basis of what is being said and done.</p>		<p>Blend</p> <p>Decode</p> <p>Digraph</p> <p>Fairy Story</p> <p>Fiction</p> <p>Fluent</p> <p>Grapheme</p> <p>Inference</p> <p>Intonation</p> <p>Non-Fiction</p> <p>Phoneme</p> <p>Poetry</p> <p>Prediction</p> <p>Retell</p> <p>Segment</p> <p>Sense</p> <p>Sequence</p> <p>Split digraph</p> <p>Story</p> <p>Suffix</p> <p>Traditional Tale</p> <p>Trigraph</p> <p>Vocabulary</p>			
Texts	Core Texts	Traditional Tales	Poems & Rhymes			
<p>A wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <table><tr><td>Cornerstone Texts</td></tr><tr><td>The Centre for Literacy in Primary Education (CLPE)</td></tr><tr><td>Pie Corbett</td></tr></table>	Cornerstone Texts	The Centre for Literacy in Primary Education (CLPE)	Pie Corbett	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<p>Little Red Riding Hood</p> <p>Rapunzel</p> <p>The Elves &amp; the Shoemaker</p>	<p><b>Firework Night</b> - Enid Blyton</p> <p><b>The Owl and the Pussy-Cat</b> - Edward Lear</p> <p><b>Little Red Riding Hood</b> - Roald Dahl</p> <p><b>The Three Little Pigs</b> - Marian Swinger</p> <p><b>Small Quarrel</b> - Allan Ahlberg</p> <p><b>As Tasty as a Picnic</b> - Celia Warren</p>
Cornerstone Texts						
The Centre for Literacy in Primary Education (CLPE)						
Pie Corbett						





# Writing Passport– Year 2 to Year 3



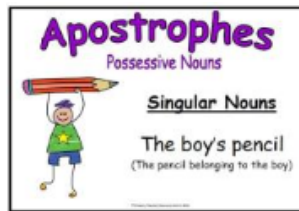
## Writing (continuing skills taught in Year)

## Vocab

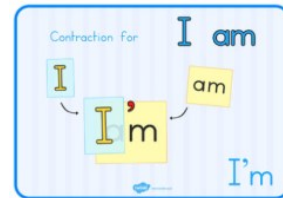
I can write homophones and near-homophones.



I can use an apostrophe to show possession (singular).



I can spell words with contracted forms



noun

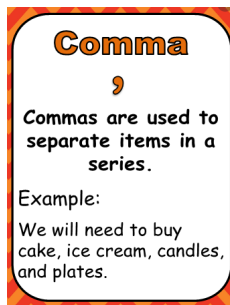
noun phrase

statement

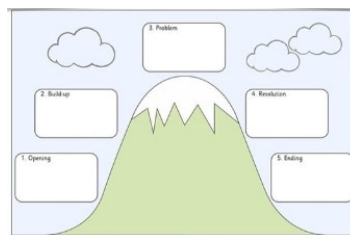
question

exclamation

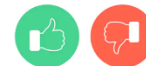
I can use commas in a list



I can writing down ideas and/or key words, including new vocabulary



I can rereading to check that my writing makes sense and that verbs to indicate time are used correctly.



command

compound

adjective

verb

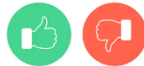
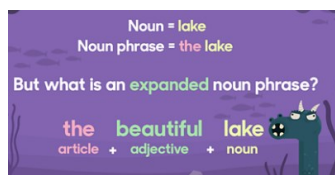
suffix

adverb

I can write my lower-case letters the same size as each other.



I can use expanded noun phrases to describe



I can write sentences with different forms: statement, question, exclamation, command



tense (past, present)

apostrophe

comma

I can proofreading to check for errors in spelling, grammar and punctuation



I can use:  
\* Subordination (when, if, that, because)

\* Co-ordination (or, and, but)



I can use a capital letter and a full stop, question mark or exclamation mark

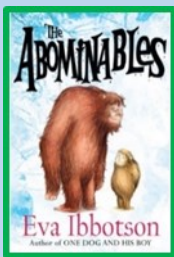
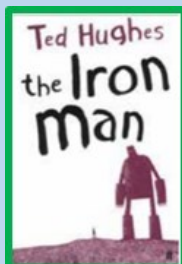
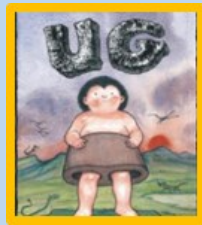
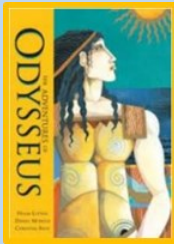
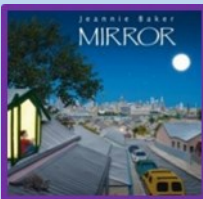
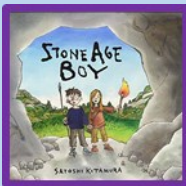
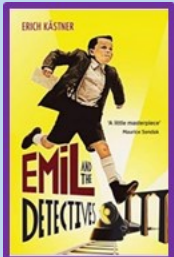
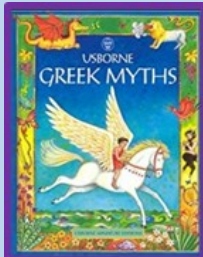
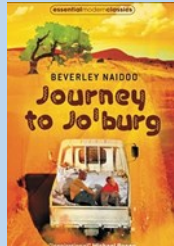







# Reading Passport– Year 3 to Year 4


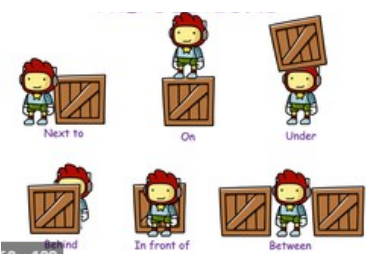
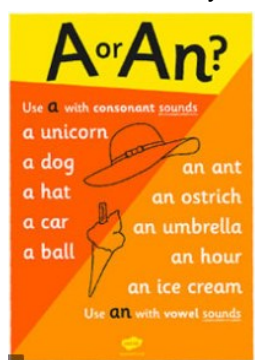
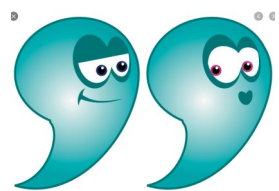


Knowledge	Skills		Vocabulary			
<p>Knowledge of a wide range of fiction / non-fiction texts.</p> <p>Phonic knowledge to decode quickly and accurately</p> <p>Y3/Y4 exception words</p> <p>Root words and pre-fixes, including <i>in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and au-to-</i>,</p> <p>-ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian. .</p>	<p>Use phonic knowledge to decode quickly and accurately</p> <p>Use comprehension skills.</p> <p>Recognise, listen to &amp; discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology to discuss texts (plot, character, setting).</p> <p>Check for sense discussing understanding &amp; explaining word meanings in context.</p> <p>Discuss authors' choice of words and phrases for effect.</p> <p>ask and answer simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Justify predictions using evidence from the text.</p> <p>Prepare &amp; perform poems and play scripts showing some awareness of the audience.</p> <p>Begin to use intonation and volume when reading aloud.</p> <p>Retrieve and record information from non-fiction texts.</p>		<p>Comprehension</p> <p>Decode</p> <p>Fiction</p> <p>Poetry</p> <p>Playscript</p> <p>Non-Fiction</p> <p>Plot</p> <p>Character</p> <p>Setting</p> <p>Inference</p> <p>Prediction</p> <p>Intonation</p> <p>Volume</p> <p>Retrieve</p> <p>Record</p>			
Texts	Core Texts	Traditional Tales	Poems & Rhymes			
<p>A wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <table><tr><td>Cornerstone Texts</td></tr><tr><td>The Centre for Literacy in Primary Education (CLPE)</td></tr><tr><td>Pie Corbett</td></tr></table>	Cornerstone Texts	The Centre for Literacy in Primary Education (CLPE)	Pie Corbett	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div></div>	<p><b>The Bonfire at Night</b> - Enid Blyton</p> <p><b>Diwali</b> - Debjani Chatterjee</p> <p><b>Pegasus</b> - Eleanor Farjeon</p> <p><b>The Sound Collector</b> - Roger McGough</p> <p><b>My Sari</b> - Debjani Chatterjee</p> <p><b>Paint me a Poem- New Poems Inspired by Art in the Tate</b> - Grace Nichols (anthology)</p>
Cornerstone Texts						
The Centre for Literacy in Primary Education (CLPE)						
Pie Corbett						



# Writing Passport– Year 3 to Year 4



Spelling	Context, planning and drafting	Editing
<ul style="list-style-type: none"> <li>* I can spell further homophones.</li> <li>* I can spell words that are often misspelt.</li> <li>* I can use further prefixes and suffixes and understand how to add them.</li> <li>* I can place the possessive apostrophe accurately in words with regular plurals and irregular plurals.</li> <li>* I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>* I can look at the genre of writing I am focused on and I can identify features.</li> <li>* I can discuss my ideas.</li> <li>* I can plan my writing and write down my ideas.</li> <li>* I can say my sentences before I write them.</li> <li>* I can build a rich and varied vocabulary.</li> <li>* I can organize paragraphs around a theme.</li> <li>* I can create and describe the character and setting in a story.</li> <li>* In non fiction writing, I can use headings and subheadings to organise the text.</li> </ul>	<ul style="list-style-type: none"> <li>* I can suggest improvements to make my writing more effective.</li> <li>* I can suggest improvements to grammar and vocabulary.</li> <li>* I can proof read for spelling and punctuation errors.</li> <li>* I can read my writing to the whole class using appropriate volume and intonation.</li> </ul>
Vocabulary	Grammar	Punctuation
<ul style="list-style-type: none"> <li>* I can choose appropriate nouns and pronouns for clarity.</li> </ul>  <ul style="list-style-type: none"> <li>* I can use conjunctions and adverbs.</li> <li>* I can use prepositions.</li> </ul> 	<ul style="list-style-type: none"> <li>* I can extend my sentences using conjunctions including: <ul style="list-style-type: none"> <li>• when</li> <li>• If</li> <li>• Because</li> <li>• Although</li> </ul> </li> <li>* I can use the perfect form of verbs.</li> </ul> <p><i>The alligators <u>have been riding</u> their bike since early this morning.</i></p> <ul style="list-style-type: none"> <li>* I can use prefixes (super-, anti-)</li> <li>* I can use 'a' and 'an' correctly</li> </ul> 	<ul style="list-style-type: none"> <li>* I can punctuate direct speech.</li> </ul> 

## English Vocabulary

apostrophe, comma, inverted comma, homophone, paragraph, heading, subheading, text, intonation, conjunction, adverb, pronouns, prepositions, perfect form, prefix, determiner



# Reading Passport– Year 4 to Year 5



Knowledge	Skills		Vocabulary
<p>Knowledge of a wide range of fiction / non-fiction texts.</p> <p>Y3/Y4 exception words</p> <p>Root words</p> <p>Prefixes</p> <p>Suffixes/word endings</p>	<p>Read most words fluently</p> <p>Attempt to decode unfamiliar words</p> <p>Use comprehension skills.</p> <p>Read for a range of purposes.</p> <p>Identify ideas drawn from more than one paragraph and summarise.</p> <p>Compare texts from a wide variety of genres and writers.</p> <p>Identify authorial style - themes and features in a wide range of books.</p> <p>Identify how language captures the reader's interest &amp; imagination</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Draw inferences from characters' feelings, thoughts and motives.</p> <p>Justify predictions from details stated and implied.</p> <p>Recognise &amp; discuss different forms of poetry</p> <p>Prepare &amp; perform poems and play scripts showing awareness of the audience.</p> <p>Use organisational devices in non-fiction texts to retrieve, record &amp; discuss information.</p> <p>Use dictionaries to check the meaning of words.</p>		<p>Audience</p> <p>Authorial technique</p> <p>Character</p> <p>Compare</p> <p>Features</p> <p>Feelings</p> <p>Free verse</p> <p>Implied</p> <p>Inference</p> <p>Intonation</p> <p>Justify</p> <p>Motive</p> <p>Narrative poetry</p> <p>Non-fiction</p> <p>Predict</p> <p>Presentation</p> <p>Structure</p> <p>Style</p> <p>Summarise</p> <p>Themes</p> <p>Thoughts</p>
Texts	Core Texts	Traditional Tales	Poems & Rhymes
<p>A wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <div> <div>Cornerstone Texts</div> <div>The Centre for Literacy in Primary Education (CLPE)</div> <div>Pie Corbett</div> </div>			<p><b>Life Doesn't Frighten Me</b> - Maya Angelou</p> <p><b>Please Mrs Butler</b> - Allan Alberg</p> <p><b>All of Us Knocking on The Stable Door</b> - David Harmer</p> <p><b>Les Ballons</b> - Oscar Wilde</p> <p><b>Career Opportunity: Knight Required</b> - Bernard Young</p>



# Writing Passport– Year 4 to Year 5



Spelling	Context, planning and drafting	Editing
<ul style="list-style-type: none"><li>* I can spell further homophones.</li><li>* I can spell words that are often misspelt.</li><li>* I can use further prefixes and suffixes and understand how to add them.</li><li>* I can place the possessive apostrophe accurately in words with regular plurals and irregular plurals.</li><li>* I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li></ul>	<ul style="list-style-type: none"><li>* I can look at the genre of writing I am focused on and I can identify features.</li><li>* I can discuss my ideas.</li><li>* I can plan my writing and write down my ideas.</li><li>* I can say my sentences before I write them.</li><li>* I can build a rich and varied vocabulary.</li><li>* I can organize paragraphs around a theme.</li><li>* I can create and describe the character and setting in a story.</li><li>* In non fiction writing, I can use headings and subheadings to organise the text.</li></ul>	<ul style="list-style-type: none"><li>* I can suggest improvements to make my writing more effective.</li><li>* I can suggest improvements to grammar and vocabulary.</li><li>* I can proof read for spelling and punctuation errors.</li><li>* I can read my writing to the whole class using appropriate volume and intonation.</li></ul>
Vocabulary	Grammar	Punctuation
<ul style="list-style-type: none"><li>* I can extend the range of sentence with more than one clause.</li><li>* I can use conjunctions and adverbs.</li><li>* I can use prepositions to express time or cause.</li><li>* I can make word families based on the root word (solve, dissolve, solution).</li></ul>	<ul style="list-style-type: none"><li>* I can use fronted adverbials.<div><div>It describes the verb in the sentence.</div><div>Before I go to bed, I always read my book for fifteen minutes.</div></div></li><li>* I can use stand English verb inflections.<div><del>We was</del> We were</div></li><li>* I can use expanded noun phrases with prepositions.<div>During the night,.....</div></li><li>* I can use the perfect form of verbs.<div>The alligators <span>have</span> <span>been riding</span> their bike since early this morning.</div></li></ul>	<ul style="list-style-type: none"><li>* I can use commas after fronted adverbials.</li><li>* I can explain the difference between plural and possessive –s.</li><li>• I can indicate possession by using the possessive apostrophe with singular and plural nouns.</li><li>• I can use and punctuating direct speech.</li></ul>

## English Vocabulary

determiner, pronoun, possessive pronoun, adverbial





# Reading Passport– Year 5 to Year 6



Knowledge	Skills		Vocabulary						
Knowledge of a wide range of fiction / non-fiction texts.  Y5/Y6 exception words  Root words  Prefixes  Suffixes/word endings	Read most words fluently Attempt to decode unfamiliar words Recognise meaning through contextual cues. Use developed comprehension skills.  Read aloud using intonation, tone, volume & action showing an awareness of audience. Read a wide range of genres Discuss, comment on & recommend from own reading.  Identify text types & features & compare between different texts. Summarise main ideas from paragraphs & longer texts. Retrieve, record and discuss information from fiction and non-fiction texts using knowledge of texts and organisational devices. Discuss authorial technique – vocabulary, figurative language & impact on the reader. Draw inferences from characters’ feelings, thoughts and motives.  Make predictions stated and implied, justifying them in detail with evidence from the text.		Authorial technique Audience Compare Context Cues Character Features Fiction Figurative Genre Impact Implied Inference Intonation Justify Motive Non-fiction Prediction Retrieval Stated Summarise Tone Vocabulary Volume Metaphor Simile						
Texts	Core Texts	Traditional Tales	Poems & Rhymes						
A wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  <table><tr><td></td><td>Cornerstone Texts</td></tr><tr><td></td><td>The Centre for Literacy in Primary Education (CLPE)</td></tr><tr><td></td><td>Pie Corbett</td></tr></table>		Cornerstone Texts		The Centre for Literacy in Primary Education (CLPE)		Pie Corbett	     	  	<b>Fire, Burn; and Cauldron Bubble</b> - William Shakespeare  <b>Macavity- The Mystery Cat</b> - T.S. Eliot  <b>Talking Turkeys</b> - Benjamin Zephaniah  <b>Egyptian Afterlife</b> - Roger Stevens  <b>Squirrel</b> - Celia Warren  <b>My Dad is Amazing!</b> - Ian Souter
	Cornerstone Texts								
	The Centre for Literacy in Primary Education (CLPE)								
	Pie Corbett								



# Writing Passport– Year 5 to Year 6



Spelling	Context, planning and drafting	Editing
<ul style="list-style-type: none"><li>* I can spell some words with 'silent' letters</li><li>* I can continue to distinguish between homophones and other words which are often confused</li><li>* I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li></ul> <p>I can use further prefixes and suffixes and understand the guidance for adding them</p> <ul style="list-style-type: none"><li>• I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li></ul>	<ul style="list-style-type: none"><li>* I can identify the audience for and purpose of the writing,</li><li>* I can select other similar writing as models for my own</li></ul> <p>I can develop initial ideas, drawing on reading and research where necessary</p> <ul style="list-style-type: none"><li>* I can use cohesive devices to link paragraphs</li></ul> <div><ul style="list-style-type: none"><li>• Adverbials, e.g. of time, place or to provide clarification, emphasis, exception etc.</li><li>• Repetition of a word or phrase to create effect or link sections of a text.</li><li>• Ellipsis, leaving out words or phrases which are expected or predictable to avoid the repetition of unnecessary information, making the writing clearer and more succinct.</li></ul></div> <ul style="list-style-type: none"><li>* I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• In narratives I can describe settings, characters and atmosphere and integrate dialogue to convey a character and advance the action.</li><li>• I can use further organisational and presentational devices to structure text and to guide the reader</li></ul>	<ul style="list-style-type: none"><li>* I can suggest improvements to make my writing more effective.</li><li>* I can suggest improvements to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li><li>* I can check a consistent use of tense.</li><li>* I can ensure correct subject and verb agreement</li><li>* I can proof read for spelling and punctuation errors.</li><li>* I can read my writing to the whole class using appropriate volume, intonation and movement so that the meaning is clear.</li></ul>
Vocabulary	Grammar	Punctuation
<ul style="list-style-type: none"><li>* I can use a thesaurus.</li><li>* I can use expanded noun phrases to convey complicated information correctly.</li><li>* I can use model verbs and adverbs.</li></ul>	<ul style="list-style-type: none"><li>* I can use the perfect form of verbs to mark relationships of time and cause</li><li>* I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li><li>* I can convert nouns or adjectives into verbs</li><li>* I can use devices to build cohesion, including adverbials of time, place and number</li></ul>	<ul style="list-style-type: none"><li>* I can use commas to clarify meaning or avoid ambiguity in writing</li><li>* I can use brackets, dashes or commas to indicate parenthesis</li></ul>

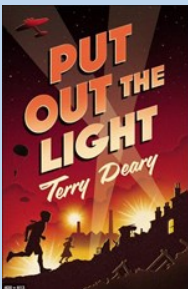


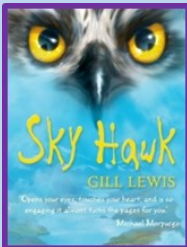

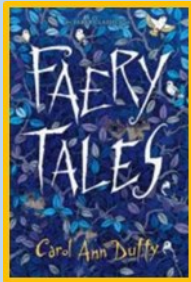
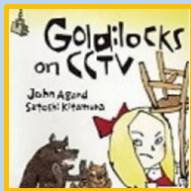
## English Vocabulary

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity



# Reading Passport– Year 6 to Year 7



Knowledge	Skills		Vocabulary
<p>Knowledge of a wide range of fiction / non-fiction texts.</p> <p>Y5/Y6 exception words</p> <p>Root words</p> <p>Prefixes</p> <p>Suffixes/word endings</p>	<p>Read fluently &amp; for pleasure.</p> <p>Decode unfamiliar words.</p> <p>Perform texts (including poems learnt by heart).</p> <p>Recognise meaning through contextual cues.</p> <p>Use developed comprehension skills.</p> <p>Discuss, comment, evaluate, compare &amp; contrast texts.</p> <p>Recognise more complex themes.</p> <p>Explain &amp; discuss understanding through formal presentations and debates.</p> <p>Draw out key information &amp; summarise</p> <p>Distinguish between fact &amp; opinion / provide reasoned justifications for views.</p> <p>Compare characters, settings, themes within &amp; across texts.</p> <p>Discuss / predict change &amp; development of characters using inference &amp; deduction.</p> <p>Analyse &amp; evaluate language &amp; how used for effect (authorial technique, metaphor, simile, analogy, imagery, style &amp; effect).</p> <p>Consider different accounts &amp; viewpoints</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fiction for purposeful information retrieval, e.g. in history, geography &amp; science textbooks.</p>		<p>Account</p> <p>Analogy</p> <p>Authorial technique</p> <p>Character</p> <p>Compare</p> <p>Comprehension</p> <p>Context</p> <p>Contrast</p> <p>Cues</p> <p>Effect</p> <p>Imagery</p> <p>Inference</p> <p>Deduction</p> <p>Metaphor</p> <p>Prediction</p> <p>Retrieval</p> <p>Setting</p> <p>Simile</p> <p>Style</p> <p>Theme</p> <p>Viewpoint</p>
Texts	Core Texts	Traditional Tales	Poems & Rhymes
<p>A wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>	    	 	<p><b>Jabberwocky</b> - Lewis Carrol</p> <p><b>From a Railway Carriage</b> - Robert Louis Stevenson</p> <p><b>If</b> - Rudyard Kipling</p> <p><b>A Psalm of David</b> - Psalm 23: 1-6</p> <p><b>The Evacuee</b> - Shirley Tomlinson</p> <p><b>The Journey of the Magi</b> - T.S.Eliot</p>

Cornerstone Texts

The Centre for Literacy in Primary Education (CLPE)

Pie Corbett



# Writing Passport– Year 5 to Year 6



Spelling	Context, planning and drafting	Editing
<ul style="list-style-type: none"> <li>* I can spell some words with 'silent' letters</li> <li>* I can continue to distinguish between homophones and other words which are often confused</li> <li>* I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> </ul> <p>I can use further prefixes and suffixes and understand the guidance for adding them</p> <ul style="list-style-type: none"> <li>• I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>* I can identify the audience for and purpose of the writing,</li> <li>* I can select other similar writing as models for my own</li> </ul> <p>I can develop initial ideas, drawing on reading and research where necessary</p> <ul style="list-style-type: none"> <li>* I can use cohesive devices to link paragraphs</li> </ul> <div style="background-color: #fce4ec; padding: 5px; margin: 5px 0;"> <ul style="list-style-type: none"> <li>• Adverbials, e.g. of time, place or to provide clarification, emphasis, exception etc.</li> <li>• Repetition of a word or phrase to create effect or link sections of a text.</li> <li>• Ellipsis, leaving out words or phrases which are expected or predictable to avoid the repetition of unnecessary information, making the writing clearer and more succinct.</li> </ul> </div> <ul style="list-style-type: none"> <li>* I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives I can describe settings, characters and atmosphere and integrate dialogue to convey a character and advance the action.</li> <li>• I can use further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>* I can suggest improvements to make my writing more effective.</li> <li>* I can suggest improvements to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>* I can check a consistent use of tense.</li> <li>* I can ensure correct subject and verb agreement</li> <li>* I can proof read for spelling and punctuation errors.</li> <li>* I can read my writing to the whole class using appropriate volume, intonation and movement so that the meaning is clear.</li> </ul>
Vocabulary	Grammar	Punctuation
<ul style="list-style-type: none"> <li>* I can use a thesaurus.</li> <li>* I can use expanded noun phrases to convey complicated information correctly.</li> <li>* I can use model verbs and adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>* I can recognize vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>* I can use passive verbs to affect the presentation of information in a sentence</li> <li>* I can use the perfect form of verbs to mark relationships of time and cause</li> <li>* I know the differences in informal and formal language</li> <li>* I can use further cohesive devices such as grammatical connections and adverbials</li> </ul>	<ul style="list-style-type: none"> <li>* I can use hyphens to avoid ambiguity</li> <li>• I can use semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• I can use a colon to introduce a list punctuating bullet points consistently</li> <li>• I can use ellipsis</li> </ul>

## English Vocabulary

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points