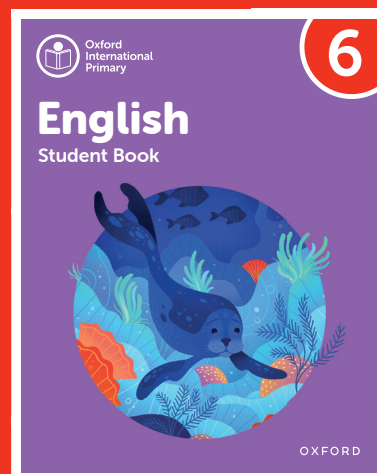


# Oxford International Primary English

## Stage 6



Unit 1 At home	
Activity	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> <li>provide reasoned justification for their views</li> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>participate in discussion 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</li> </ul>
1A Speaking and listening	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
1B Reading	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> </ul> </li> </ul>
1C Reading and comprehension	<ul style="list-style-type: none"> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>understand what they read by: <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>re-read books to build up their fluency and confidence in word reading</li> </ul>
1D Grammar	<ul style="list-style-type: none"> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Years 3 and 4)</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> </ul> </li> </ul>
1E Reading	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>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</li> </ul> </li> </ul>

<b>1F Reading and comprehension</b>	<ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>provide reasoned justification for their views</li> <li>participate in discussion 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</li> </ul>
<b>1G Grammar and punctuation</b>	<ul style="list-style-type: none"> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using and punctuating direct speech (Years 3 and 4)</li> </ul> </li> </ul>
<b>1H Punctuation</b>	<ul style="list-style-type: none"> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> </ul> </li> </ul>
<b>1I Reading</b>	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
<b>1J Reading and comprehension</b>	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> </ul> </li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>1K Writing</b>	<ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>
<b>1L Writing workshop</b>	<ul style="list-style-type: none"> <li>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</li> <li>proof-read for spelling and punctuation errors</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> </ul> </li> <li>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>

## Unit 2 Health and sport

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> <li>provide reasoned justification for their views</li> <li>participate in discussion 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</li> </ul>
2A Speaking, listening and vocabulary	<ul style="list-style-type: none"> <li>provide reasoned justification for their views</li> <li>participate in discussion 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</li> </ul>
2B Reading	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>being introduced to non-fiction books that are structured in different ways</li> </ul> </li> </ul>
2C Reading and comprehension	<ul style="list-style-type: none"> <li>understand what they read by:               <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> </ul> </li> <li>maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>plan their writing by:               <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> <li>draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> </ul> </li> </ul>
2D Grammar	<ul style="list-style-type: none"> <li>draft and write by:               <ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>use devices to build cohesion within a paragraph (e.g. <i>then</i>, <i>after</i>, <i>that</i>, <i>this</i>, <i>firstly</i>)</li> <li>link ideas across paragraphs using adverbials of time (e.g. <i>later</i>); place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choice (e.g. he <i>had</i> seen her before)</li> <li>plan their writing by:               <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>
2E Reading	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
2F Comprehension	<ul style="list-style-type: none"> <li>understand what they read by:               <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
2G Reading	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>

<b>2H Comprehension</b>	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> </ul> </li> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> </ul> </li> </ul>
<b>2I Vocabulary and spelling</b>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them: <ul style="list-style-type: none"> <li>verb prefixes (e.g. <i>dis-</i>; <i>de-</i>; <i>mis-</i>; <i>over-</i>; <i>re-</i>)</li> <li>words ending in <i>-ant</i>, <i>-ance/-ancy</i>, <i>-ent</i>, <i>-ence/-ency</i></li> </ul> </li> </ul>
<b>2J Reading</b>	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
<b>2K Reading and comprehension</b>	<ul style="list-style-type: none"> <li>retrieve, record and present information from non-fiction</li> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> </ul> </li> </ul>
<b>2L Grammar</b>	<ul style="list-style-type: none"> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using and punctuating direct speech (Years 3 and 4)</li> </ul> </li> <li>use a colon to introduce a list</li> </ul>
<b>2M Comprehension</b>	<ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>being introduced to non-fiction books that are structured in different ways</li> </ul> </li> </ul>
<b>2N Writing workshop</b>	<ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> <li>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</li> <li>draft and write by: <ul style="list-style-type: none"> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> <li>proof-read for spelling and punctuation errors</li> <li>write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>

## Unit 3 Stormy weather

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> <li>provide reasoned justification for their views</li> <li>participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas</li> </ul>
3A Speaking and vocabulary	<ul style="list-style-type: none"> <li>provide reasoned justification for their views</li> <li>participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas</li> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> </li> <li>read a wider variety of genres, plus books by different writers, to ones normally read</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</li> </ul> </li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>understand what they read by: <ul style="list-style-type: none"> <li>asking questions to improve their understanding</li> </ul> </li> <li>evaluate and edit by: assessing the effectiveness of their own and others' writing</li> <li>participate in discussion 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</li> <li>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</li> </ul>
3B Reading	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
3C Reading and comprehension	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>understand what they read by: <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
3D Comprehension and vocabulary	<ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> </ul>
3E Reading	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
3F Reading and comprehension	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> </ul>
3G Grammar	<ul style="list-style-type: none"> <li>use modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) to indicate degrees of possibility</li> </ul>

<b>3H Grammar and punctuation</b>	<ul style="list-style-type: none"> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> </li> </ul>
<b>3I Writing</b>	<ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>

## Unit 4 Traditional tales and fables

<b>Activity title</b>	<b>ENC objective: Pupils should be taught to...</b>
<b>Talk time</b>	<ul style="list-style-type: none"> <li>• provide reasoned justification for their views</li> <li>• participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas</li> </ul>
<b>4A Comprehension</b>	<ul style="list-style-type: none"> <li>• provide reasoned justification for their views</li> <li>• participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas</li> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> </li> <li>• read a wider variety of genres, plus books by different writers, to ones normally read</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> </ul> </li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>4B Reading</b>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> </li> </ul>
<b>4C Comprehension</b>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• recommending books that they have read to their peers, giving reasons</li> </ul> </li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> </ul> </li> <li>• understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> </ul>
<b>4D Grammar</b>	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials (Years 3 and 4)</li> </ul> </li> </ul>
<b>4E Reading</b>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>

<b>4F Comprehension</b>	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>plan their writing by: <ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> </ul>
<b>4G Vocabulary</b>	<ul style="list-style-type: none"> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use a thesaurus</li> </ul>
<b>4H Reading</b>	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
<b>4I Reading and comprehension</b>	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> <li>identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>plan their writing by: <ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> <li>provide reasoned justification for their views</li> <li>participate in discussion 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</li> </ul>
<b>4J Vocabulary</b>	<ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> </li> </ul>
<b>4K Grammar</b>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause (Years 3 and 4)</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> </ul>
<b>4L Spelling</b>	<ul style="list-style-type: none"> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> </ul>
<b>4M Vocabulary</b>	<ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> </li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>



<b>4N Writing workshop</b>	<ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> </li> <li>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</li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>evaluate and edit by: assessing the effectiveness of their own and others' writing</li> <li>gain, and maintain the interest of the reader(s)</li> </ul>
<b>Unit 5 School days</b>	
<b>Activity title</b>	<b>ENC objective: Pupils should be taught to...</b>
<b>Talk time</b>	<ul style="list-style-type: none"> <li>provide reasoned justification for their views</li> </ul>
<b>5A Speaking and listening</b>	<ul style="list-style-type: none"> <li>provide reasoned justification for their views</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>select and use appropriate registers for effective communication</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>participate in discussion 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</li> </ul>
<b>5B Reading</b>	<ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
<b>5C Comprehension</b>	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> </li> <li>retrieve, record and present information from non-fiction</li> </ul>
<b>5D Grammar and vocabulary</b>	<ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>understand what they read by: <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> </li> <li>retrieve, record and present information from non-fiction</li> <li>draft and write by: <ul style="list-style-type: none"> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>



<b>5E Grammar and punctuation</b>	<ul style="list-style-type: none"> <li>● indicate grammatical and other features by: <ul style="list-style-type: none"> <li>● using commas to clarify meaning or avoid ambiguity in writing</li> <li>● using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list</li> <li>● using brackets, dashes or commas to indicate parenthesis</li> </ul> </li> <li>● plan their writing by: <ul style="list-style-type: none"> <li>● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>
<b>5F Reading</b>	<ul style="list-style-type: none"> <li>● maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● identifying and discussing themes and conventions in and across a wide range of writing</li> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
<b>5G Comprehension</b>	<ul style="list-style-type: none"> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>● maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● identifying and discussing themes and conventions in and across a wide range of writing</li> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>● retrieve, record and present information from non-fiction</li> </ul>
<b>5H Speaking and listening</b>	<ul style="list-style-type: none"> <li>● evaluate and edit by: assessing the effectiveness of their own and others' writing</li> <li>● 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</li> <li>● gain, maintain and monitor the interest of the listener(s)</li> <li>● develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● participate in discussion 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</li> </ul>
<b>5I Grammar</b>	<ul style="list-style-type: none"> <li>● draft and write by: <ul style="list-style-type: none"> <li>● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>● using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>● use devices to build cohesion within a paragraph (e.g. <i>then, after, that, this, firstly</i>)</li> <li>● link ideas across paragraphs using adverbials of time (e.g. <i>later</i>); place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choice (e.g. he <i>had</i> seen her before)</li> </ul>
<b>5J Reading</b>	<ul style="list-style-type: none"> <li>● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>● listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>● being introduced to non-fiction books that are structured in different ways</li> </ul> </li> </ul>
<b>5K Comprehension</b>	<ul style="list-style-type: none"> <li>● retrieve, record and present information from non-fiction</li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>● develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>● draft and write by: <ul style="list-style-type: none"> <li>● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>● using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> </ul>

<b>5L Grammar</b>	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Years 3 and 4)</li> </ul> </li> </ul>
<b>5M Writing workshop</b>	<ul style="list-style-type: none"> <li>• provide reasoned justification for their views</li> <li>• 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</li> <li>• gain and maintain the interest of the reader(s)</li> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> <li>• evaluate and edit by: assessing the effectiveness of their own and others' writing</li> <li>• develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> </ul>

## Unit 6 Let's celebrate

<b>Activity title</b>	<b>ENC objective: Pupils should be taught to...</b>
<b>Talk time</b>	<ul style="list-style-type: none"> <li>• provide reasoned justification for their views</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• participate in discussion 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</li> </ul>
<b>6A Speaking, listening and vocabulary</b>	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Years 3 and 4)</li> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>• provide reasoned justification for their views</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• select and use appropriate registers for effective communication</li> <li>• participate in discussion 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</li> </ul>
<b>6B Reading</b>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
<b>6C Comprehension</b>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>6D Vocabulary and spelling</b>	<ul style="list-style-type: none"> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use a thesaurus</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> </ul>

<b>6E Spelling</b>	<ul style="list-style-type: none"> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use a thesaurus</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>• continue to distinguish between homophones and other words which are often confused (e.g. <i>aloud/allowed, affect/effect, practise/practice</i>)</li> </ul>
<b>6F Reading and comprehension</b>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>6G Vocabulary</b>	<ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> </ul> </li> </ul>
<b>6H Reading</b>	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>• re-read books to build up their fluency and confidence in word reading</li> </ul>
<b>6I Writing workshop</b>	<ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• draft and write by: <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> </li> <li>• gain and maintain the interest of the reader(s)</li> <li>• develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> </ul>

## Unit 7 Spies and mystery

<b>Activity title</b>	<b>ENC objective: Pupils should be taught to...</b>
<b>Talk time</b>	<ul style="list-style-type: none"> <li>• provide reasoned justification for their views</li> <li>• develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>• select and use appropriate registers for effective communication</li> <li>• participate in discussion 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</li> </ul>

<b>7A Vocabulary</b>	<ul style="list-style-type: none"> <li>● maintain positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>● recommending books that they have read to their peers, giving reasons for their choices</li> </ul> </li> <li>● use dictionaries to check the spelling and meaning of words</li> <li>● use a thesaurus</li> <li>● provide reasoned justification for their views</li> <li>● develop their understanding of the concepts by:             <ul style="list-style-type: none"> <li>● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>● select and use appropriate registers for effective communication</li> <li>● participate in discussion 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</li> </ul>
<b>7B Reading and comprehension</b>	<ul style="list-style-type: none"> <li>● maintain positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>● draft and write by:             <ul style="list-style-type: none"> <li>● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>● using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>● understand what they read by:             <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
<b>7C Reading and vocabulary</b>	<ul style="list-style-type: none"> <li>● maintain positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
<b>7D Reading and comprehension</b>	<ul style="list-style-type: none"> <li>● maintain positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>7E Vocabulary and spelling</b>	<ul style="list-style-type: none"> <li>● use dictionaries to check the spelling and meaning of words</li> <li>● use a thesaurus</li> <li>● use further prefixes and suffixes and understand the guidance for adding them (verb prefixes (e.g. <i>dis-</i>; <i>de-</i>; <i>mis-</i>; <i>over-</i>; <i>re-</i>))</li> </ul>
<b>7F Reading</b>	<ul style="list-style-type: none"> <li>● maintain positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>● understand what they read by:             <ul style="list-style-type: none"> <li>● summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> </ul> </li> </ul>
<b>7G Reading and comprehension</b>	<ul style="list-style-type: none"> <li>● maintain positive attitudes to reading and understanding of what they read by:             <ul style="list-style-type: none"> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● 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</li> </ul> </li> <li>● understand what they read by:             <ul style="list-style-type: none"> <li>● summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> <li>● identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>● understand what they read, in books they can read independently, by:             <ul style="list-style-type: none"> <li>● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>● plan their writing by:             <ul style="list-style-type: none"> <li>● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>

<b>7H Vocabulary</b>	<ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> </ul> </li> </ul>
<b>7I Grammar</b>	<ul style="list-style-type: none"> <li>• select and use appropriate registers for effective communication</li> <li>• develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>• using passive verbs to affect the presentation of information in a sentence</li> </ul> </li> </ul>
<b>7J Reading</b>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul> </li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
<b>7K Reading and comprehension</b>	<ul style="list-style-type: none"> <li>• understand what they read by: <ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> </ul> </li> <li>• retrieve, record and present information from non-fiction</li> <li>• understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
<b>7L Vocabulary</b>	<ul style="list-style-type: none"> <li>• draft and write by: <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> </ul> </li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• use devices to build cohesion within a paragraph (e.g. <i>then, after, that, this, firstly</i>)</li> <li>• link ideas across paragraphs using adverbials of time (e.g. <i>later</i>); place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choice (e.g. <i>he had seen her before</i>)</li> </ul>
<b>7M Writing workshop</b>	<ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul> </li> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> </li> <li>• proof-read for spelling and punctuation errors</li> </ul>

## Unit 8 Conserving our precious planet

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> <li>provide reasoned justification for their views</li> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>participate in discussion 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</li> </ul>
8A Vocabulary	<ul style="list-style-type: none"> <li>provide reasoned justification for their views</li> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>participate in discussion 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</li> <li>understand what they read by: <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
8B Reading	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> </ul> </li> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> </ul>
8C Comprehension	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> </ul> </li> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>retrieve, record and present information from non-fiction</li> </ul>
8D Grammar	<ul style="list-style-type: none"> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials (Years 3 and 4)</li> </ul> </li> <li>retrieve, record and present information from non-fiction</li> </ul>
8E Reading	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>being introduced to non-fiction books that are structured in different ways</li> </ul> </li> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> <li>identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>provide reasoned justification for their views</li> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> </ul>

<b>8F Comprehension</b>	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> <li>identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>retrieve, record and present information from non-fiction</li> <li>provide reasoned justification for their views</li> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>participate in discussion 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</li> </ul>
<b>8G Grammar and vocabulary</b>	<ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>understand what they read by: <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>
<b>8H Grammar</b>	<ul style="list-style-type: none"> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> </li> </ul>
<b>8I Reading</b>	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being introduced to non-fiction books that are structured in different ways</li> </ul> </li> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
<b>8J Comprehension</b>	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea</li> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
<b>8K Vocabulary</b>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> </li> </ul>



<b>8L Writing workshop</b>	<ul style="list-style-type: none"> <li>● maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>● listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>● being introduced to non-fiction books that are structured in different ways</li> </ul> </li> <li>● plan their writing by: <ul style="list-style-type: none"> <li>● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> <li>● draft and write by: <ul style="list-style-type: none"> <li>● using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul> </li> <li>● write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>● choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul> </li> </ul>
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## Unit 9 A treasure trove of poems

<b>Activity title</b>	<b>ENC objective: Pupils should be taught to...</b>
<b>Talk time</b>	<ul style="list-style-type: none"> <li>● provide reasoned justification for their views</li> <li>● develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>● participate in discussion 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</li> <li>● maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● recommending books that they have read to their peers, giving reasons for their choices</li> </ul> </li> </ul>
<b>9A Speaking and listening</b>	<ul style="list-style-type: none"> <li>● provide reasoned justification for their views</li> <li>● develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> <li>● re-read books to build up their fluency and confidence in word reading</li> <li>● participate in discussion 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</li> <li>● maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● recommending books that they have read to their peers, giving reasons for their choices</li> </ul> </li> </ul>
<b>9B Vocabulary</b>	<ul style="list-style-type: none"> <li>● use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> </ul>
<b>9C Reading and comprehension</b>	<ul style="list-style-type: none"> <li>● maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>

	<ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul> </li> </ul>
<b>9D Punctuation</b>	<ul style="list-style-type: none"> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• using and punctuating direct speech (Years 3 and 4)</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> </ul> </li> </ul>
<b>9E Phonics and spelling</b>	<ul style="list-style-type: none"> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> </ul>
<b>9F Reading</b>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> </ul> </li> </ul>
<b>9G Comprehension</b>	<ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>• understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> </ul>
<b>9H Reading and comprehension</b>	<ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• evaluate and edit by: assessing the effectiveness of their own and others' writing</li> <li>• re-read books to build up their fluency and confidence in word reading</li> </ul>
<b>9I Writing workshop</b>	<ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• evaluate and edit by: assessing the effectiveness of their own and others' writing</li> <li>• re-read books to build up their fluency and confidence in word reading</li> <li>• plan their writing by: <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> </li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>