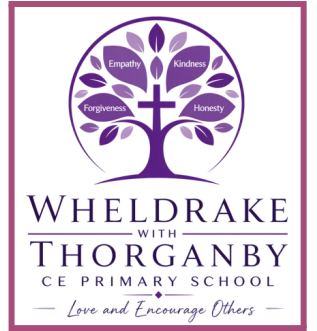




Love and encourage each other.

At Wheldrake, our vision is to nurture a community where we love and encourage each other as we would ourselves, leading to a safe and inspiring environment where every person can thrive academically, socially, and spiritually. This is rooted theologically in the teachings of Jesus and first Christian leaders in the New Testament:

‘Love your neighbour as yourselves.’ Matthew 22:39 ‘Let us encourage one another.’ Hebrews 10:25

READING	
Decoding/ Fluency / Word Reading	Children apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology). They can read silently, aloud and chorally automatically recognising and grouping words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.
Tricky/ Common Exception / High Frequency Words	<i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise,), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i>
Range and familiarity of reading - Children should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding	Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. Children should read books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum. They are able to make comparisons within and across books. Children are increasing their familiarity with a wide range of books, including myths and legends, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. They should learn a wider range of poetry by heart and prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. They are able to identify and discuss themes and conventions in and across a wide range of writing.
Vocabulary	Children ‘read around the word’ and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.
Inference	Children can infer characters’ feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.
Prediction	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.
Explain	Children can explain how content is related and contributes to the meaning as a whole. They are able to describe how the author’s use of language affects the readers understanding of character, setting, and mood. They can describe and justify the author’s choice of vocabulary and explain how it enhances meaning. Children are able to explain how the themes and patterns develop across a text. They can explain how information links and contributes to the overall experience of reading a text.
Retrieval	Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.
Sequence/ Summarise	Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.

Questioning	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.
<u>SPEAKING AND LISTENING</u>	
Listening	To make improvements based on constructive feedback on their listening skills.
Following Instructions	To follow complex directions/multi-step instructions without the need for repetition.
Asking and Answering Questions	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.
Drama, Performance and Confidence	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.
Vocabulary Building and Standard English	To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To speak audibly, fluently and with a full command of Standard English in all situations. To confidently explain the meaning of words and offer alternative synonyms.
Speaking for a Range of Purposes	To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.
Participating in Discussions	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.
<u>WRITING</u>	
Phonic and Whole Word Spelling	The children can spell some words with ‘silent’ letters, e.g. knight, psalm, solemn. They continue to distinguish between homophones and other words which are often confused. They can spell most of the words in the Year5 / Year 6 spelling list. They can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
Other Word Building Spelling	The children can use further prefixes and suffixes and understand the guidance for adding them. They use dictionaries to check the spelling and meaning of words. They can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Handwriting	Children write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. They can choose the writing implement that is best suited for a task.
Contexts for Writing	Children identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, they consider how authors have developed characters and settings in what they have read, listened to or seen performed.
Planning Writing	Children note and develop initial ideas, drawing on reading and research where necessary.

Drafting Writing	Children can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, they describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. They can use a wide range of devices to build cohesion within and across paragraphs. They can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Editing Writing	The children assess the effectiveness of their own and others' writing. They propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. They ensure the consistent and correct use of tense throughout a piece of writing. They ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. They proof-read for spelling and punctuation errors.
Purposes to Cover	Writing to Entertain: * Narrative * Description * Poetry Writing to Inform: * Reports * Biography * Essay * Newspaper Writing to Persuade: * Advertising * Speech * Campaign Writing to Discuss: * Argument * Newspaper * Review
Performing Writing	The children can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	Children can use a thesaurus. They can use expanded noun phrases to convey complicated information concisely. They can use modal verbs or adverbs to indicate degrees of possibility.
Grammar	Children can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. They can use passive verbs to affect the presentation of information in a sentence. They can use the perfect form of verbs to mark relationships of time and cause. They recognise and can use differences in informal and formal language. They can include synonyms and antonyms. They use further cohesive devices such as grammatical connections and adverbials. Children can use ellipsis.
Punctuation	Children use hyphens to avoid ambiguity. They use semi-colons, colons or dashes to mark boundaries between main clauses. They use a colon to introduce a list. They punctuate bullet points consistently.
Grammatical Terminology	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.