

WILDCATS

AND THE
NATIONAL LITERACY STRATEGY

WILDCATS AND THE NATIONAL LITERACY STRATEGY

COUGAR

Title Abbreviations

Festival Fun

- Groundhog Day – GD
- Chinese New Year – CNY
- The Bug Bowl – TBB
- Notting Hill Carnival – NHC

Bridges

- Bridges – B
- Bridges of the World – BOTW
- The Bridge Is Down! –TBID
- Harry and Larry Build a Bridge – HLBB

Up High in the Mountains

- Climbing High – CH
- Mountain Rescue – MR
- First to the Top – FTTT
- Mountain Animals – MA

Hocus Pocus

- Strange Superstitions – SS
- David Copperfield, Magic Superstar! – DCMSI
- Magic Tricks – MT
- Magical Rice – MR

Extreme Lives

- The Shark Man – TSM
- Hurricane Hunters – HH
- The Story of Dian Fossey – SDF
- Snake Farm – SF

Take a Look

- Animal Eyes – AE
- Zoom In – ZI
- The Angel Plane – AP
- Eye Tricks – ET

On and Off the Road

- Mountain Biking – MB
- Beach Volleyball – BV
- The Fun Rally – TFR
- The Race Is On – TRIO

Legendary Places

- Camelot – C
- Atlantis – A
- Secrets in Stone – SIS
- The Boy Who Flew Too High – BWFTH

RECEPTION

YEAR ONE

YEAR TWO

Word Level Work

Pupils shall:

- R.2 develop knowledge of grapheme/phoneme correspondences through reading and writing letters that represent the sounds ɔ, ɔ, ɔ (all, i.e., all titles)
- R.6 read on sight high frequency words (HFW) from Appendix List 1 (all)
- R.9 recognise the critical features of words, e.g., common spelling patterns (all)
- R.10 learn new words from their reading and shared experiences (all)

Sentence Level Work

Pupils shall:

- R.1 expect written text to make sense and to check for sense if it does not (all)
- R.2 use awareness of the grammar of a sentence to predict words during reading (all)

Text Level Work

Pupils shall:

- R.2 use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically (all)
- R.7 use knowledge of familiar texts to retell to others, recounting the main points in correct sequence (all)
- R.8 locate and read significant parts of the text, e.g., picture captions, names of characters... (all)
- R.9 be aware of story structures, e.g., actions/reactions, consequences, and the ways stories are built up and concluded (all)
- R.14 use experience of stories, poems and simple recounts as a basis for independent writing, e.g., re-telling, substitution, extension... (all)
- R.15 use writing to communicate in a variety of ways... (all)

- 1.1.7 read on sight HFW specific to graded readers in guided reading (all)
- 1.1.9 read on sight HFW from Appendix List 1 (all)
- 1.1.10 recognise words within words (all)
- 1.1.12 collect and use new topic words and words of personal interest (all)
- 1.2.1 learn initial, medial, and final sounds (all)
- 1.2.3 blend phonemes in word clusters, segment clusters into phonemes (all)
- 1.2.4 read on sight HFW in graded readers during guided reading (all)
- 1.2.7 recognise common spelling patterns and words within words (all)
- 1.2.10 collect and learn new topic and personal interest words (all)
- 1.3.1 use long vowel sound spelling patterns from Appendix List 3 - oa, o-e, ow (B, MA, SS, MR, ZI, TFR, SIS, TRIO) - ie, i-e, igh, y (CNY, BOTW, MR, FTTT, MT, HH, SF, AE, ET) - ai, a-e, ay, (GD, TBB, NHC, TBID, HLBB, CH, DCMSI, TSM, BV, TRIO, C, BWFTH, SDF) - oo, u-e, ew, ue, (MB, ZI)
- 1.3.2 read on sight HFW in graded readers during guided reading (all)
- 1.3.5 recognise words by common spelling patterns (all)
- 1.3.8 learn topic and personal interest words (all)

- 1.1.2 predict text from grammar, read on, leave a gap and re-read (all)
- 1.1.4 write and check captions and sentences (all)
- 1.2.2 predict text from grammar, read on, leave a gap and re-read (all)
- 1.2.3 predict words from preceding words and check they make sense (all)
- 1.3.2 predict text from grammar, read on, leave a gap and re-read (all)
- 1.3.4 predict words from preceding words, check they make sense and discuss why (all)

- 1.1.1 apply their word level skills through shared and guided reading (all)
- 1.1.8 through shared and guided writing, apply phonological, graphic knowledge and sight vocabulary to spell words accurately (all)
- 1.2.4 retell stories, giving the main points in sequence (all)
- 1.2.5 identify key features of story language (all)
- 1.2.7 discuss incidents in stories (all)
- 1.2.8 identify and discuss characters (all)
- 1.2.9 become aware of character and dialogue (C, AE, AP, TRIO, TBID)
- 1.2.15 build simple profiles of characters (DCMSI)
- 1.2.16 use known stories to structure own writing (all)
- 1.3.4 complete reading, identify preferences and give reasons (all)
- 1.3.7 predict content of unfamiliar stories (all)
- 1.3.13 write about known stories (all)
- 1.3.19 use text to find answers to own questions (A, SIS, TSM, SS, CH, TBID, GD)

- 2.1.1 identify, spell and read long vowel digraphs and phonemes (all)
- 2.1.2 revise long vowels in reading and spelling (all)
- 2.1.4 investigate words with the same sound but different spellings (all)
- 2.1.7 use plurals and tense endings (MB, AE, SS, CH, MR, B, NHC)
- 2.1.8 understand and use the terms 'vowel' and 'consonant' (all)
- 2.2.4 identify components of compound words (all)
- 2.2.5 identify syllables (all)
- 2.2.7 read simple HFW in graded readers during guided reading (all)
- 2.2.8 spell words with common prefixes (all)
- 2.2.10 learn topic and personal interest words (all)
- 2.3.5 read simple HFW in graded readers during guided reading (all)
- 2.3.6 investigate words with same spelling but different sounds (all)
- 2.3.7 spell words with common suffixes (all)
- 2.3.9 learn topic and personal interest words (all)
- 2.3.10 use synonyms (all)

- 2.1.1 predict text from grammar, read on, leave a gap and re-read (all)
- 2.1.4 re-read own writing for sense and punctuation (all)
- 2.1.6 use simple organisational devices, e.g., arrows, lines, boxes, keys... (MB, BV, TFR, TRIO, HH, CH, MA, B, TBID, CNY, TBB, SIS, BWFTH)
- 2.2.1 predict text from grammar, read on, leave a gap and re-read (all)
- 2.2.3 check own writing for grammatical sense and accuracy – identify errors and suggest alternatives (all)
- 2.2.5 use irregular verb tenses (all)
- 2.2.7 investigate and use a range of ways of presenting text (all)
- 2.3.3 use irregular verb tenses (all)
- 2.3.6 turn statements into questions using 'wh' words (what, where, when, who) and add question marks (SIS, Up High in the Mountains conclusion activity)

- 2.1.1 apply word level skills in shared and guided reading (all)
- 2.1.2 predict unfamiliar words (all)
- 2.1.4 understand time and sequence relationships in stories (all)
- 2.1.5 discuss reasons for events (BWFTH)
- 2.1.9 use sight vocabulary and word knowledge to spell (all)
- 2.1.13 read simple instructions (MT, SF, BV, ET)
- 2.1.16 use models from reading to organise instructions (MT, SF, BV, ET)
- 2.1.17 use diagrams in instructions (SDF)
- 2.2.6 describe characters and express personal views about them (all)
- 2.2.14 write character profiles (DCMSI)
- 2.3.14 pose questions prior to reading non-fiction (GD, TBID, CH, FTTT, TSM, SIS)

WILDCATS AND THE NATIONAL LITERACY STRATEGY

LION

Title Abbreviations

Purple Walrus and Other Perfect Pets

- Purple Walrus – PW
- Grandma's Cat – GC
- Yusuf's Buffalo – YB
- Sam, the Seal Pup – SSP

Space Junk

- Skateboard Contest – SC
- Hi Alien – HA
- Space Junk – SJ
- My Robot – MR

Street Action

- Street Games – SG
- Street Skating – SSkating
- Skateboard Stunts – SS
- S.P.U.D. – You're Out! – SPUD

What Do You Think?

- What Is It? – WII
- Where Did They Go? – WDTG
- How Did He Get Out? – HDHGO
- Who Built It? – WBI

Heroes

- Wlima Rudolph – WR
- Bubbles – B
- Brent Meldrum – BM
- Fire Cat – FC

Photos, Photos

- History of Cameras – HOC
- Fun Ideas With Photos – FIWP
- The Important Parts – IP
- Make a Camera Obscura – MCO

Fire! Fire!

- Forest Fires – FF
- Red Adair – RA
- Trapped! – T
- Fire in the Hills – FIH

Dragons Galore

- A World of Dragons – AWD
- Alphonso the Dragon – AD
- The Dragon Maker – DM
- The Dragon Farm – DF

YEAR ONE

Word Level Work

Pupils shall:

- 1.1.7 read on sight high frequency words (HFW) specific to graded readers in guided reading (all, i.e., all titles)
- 1.1.9 read on sight HFW from Appendix List1(all)
- 1.1.10 recognise words within words (all)
- 1.1.12 collect and use new topic words and words of personal interest (all)
- 1.2.1 learn initial, medial, and final sounds (all)
- 1.2.3 blend phonemes in word clusters segment clusters into phonemes (all)
- 1.2.4 read on sight HFW in graded readers during guided reading (all)
- 1.2.6 read on sight more HFW from Appendix List 1(all)
- 1.2.7 recognise common spelling patterns and words within words (all)
- 1.2.10 collect and learn new topic and personal interest words (all)
- 1.3.1 use long vowel sound spelling patterns from Appendix List 3 (oa, o-e, ow [PW, SG, FIH] ie, igh, y [GC, SC, SS, FC, MCO, FF] oo, ew, ou, [YB, SC, SJ, B, HOC, AD] ee, ea, [SSP, HA, SPUD, WII, BM, IP, T, DM] ai, a-e, ay, [SS, WR, FIWP, AWD])
- 1.3.2 read on sight HFW in graded readers during guided reading (all)
- 1.3.5 recognise words by common spelling patterns (all)
- 1.3.8 learn topic and personal interest words (all)

Sentence Level Work

Pupils shall:

- 1.1.2 predict text from grammar, read on, leave a gap and re-read (all)
- 1.1.4 write and check captions and sentences (all)
- 1.2.2 predict text from grammar, read on, leave a gap and re-read (all)
- 1.2.3 predict words from preceding words and check they make sense (all)
- 1.3.2 predict text from grammar, read on, leave a gap and re-read (all)
- 1.3.4 predict words from preceding words, check they make sense and discuss why (all)

Text Level Work

Pupils shall:

- 1.1.1 apply their word level skills through shared and guided reading (all)
- 1.1.3 compare oral and written texts (PW)
- 1.1.8 participate in shared and guided writing (all)
- 1.2.4 retell stories, giving the main points in sequence (YB, SC, WII, BM, FC, HOC, FIH, AD)
- 1.2.5 identify key features of story language (all)
- 1.2.7 discuss incidents in stories (all)
- 1.2.8 identify and discuss characters (all)
- 1.2.9 become aware of character and dialogue (PW, HA, DF)
- 1.2.12 participate in shared and guided writing (all)
- 1.2.15 build simple profiles of characters (GC, HA, SJ, WR, B, BM, FIWP, RA, T)
- 1.2.16 use known stories to structure own writing (all)
- 1.3.4 complete reading, identify preferences and give reasons (all)
- 1.3.5 retell stories and sequence main points (YB, SC, WII, BM, FC, HOC, FIH, AD)
- 1.3.7 predict content of unfamiliar stories (all)
- 1.3.13 write about known stories (all)
- 1.3.17 recognise related themes in non-fiction books (SA, WDYT, H, PP)
- 1.3.18 read and recognise the generic structure of recounts (SSP, WR, T, RA, B, BM, FC)
- 1.3.19 use text to find answers to own questions (SSP, HDHGO, RA)

YEAR TWO

- 2.1.1 identify, spell and read long vowel digraphs and phonemes (all)
- 2.1.2 revise long vowels in reading and spelling (all)
- 2.1.3 learn short vowel phoneme spelling patterns from Appendix List 3 (WBI, RA)
- 2.1.4 investigate words with the same sound but different spellings (all)
- 2.1.7 use plurals and tense endings (WBI)
- 2.1.8 understand and use the terms 'vowel' and 'consonant' (SSkating, RA)
- 2.2.4 identify components of compound words (all)
- 2.2.5 identify syllables (WDTG)
- 2.2.7 read simple HFW in graded readers during guided reading (all)
- 2.2.8 spell words with common prefixes (all)
- 2.2.10 learn topic and personal interest words (all)
- 2.3.5 read simple HFW in graded readers during guided reading (all)
- 2.3.6 investigate words with same spelling but different sounds (all)
- 2.3.7 spell words with common suffixes(all)
- 2.3.9 learn topic and personal interest words (all)
- 2.3.10 use synonyms (all)

- 2.1.1 predict text from grammar, read on, leave a gap and re-read (all)
- 2.1.2 find examples of words and phrases that link sentences (SC, MR, SPUD,WBI, FC, FIWP, MCO)
- 2.1.4 re-read own writing for sense and punctuation (all)
- 2.1.6 use simple organisational devices (PW, GC, YB, SSP, HA, MR, SG, SPUD, WII, WBI, WR, B, FF, DM)
- 2.2.1 predict text from grammar, read on, leave a gap and re-read (all)
- 2.2.3 check own writing for grammatical sense and accuracy – identify errors and suggest alternatives (all)
- 2.2.5 use irregular verb tenses (all)
- 2.2.7 investigate and use a range of ways of presenting text (GC, WDTG, FIH)
- 2.3.3 use irregular verb tenses (all)
- 2.3.6 turn statements into questions using 'wh' words (what, where, when, who) and add question marks (HDHGO, RA)

- 2.1.1 apply word level skills in shared and guided reading (all)
- 2.1.2 predict unfamiliar words (all)
- 2.1.4 understand time and sequence relationships in stories (all)
- 2.1.5 discuss reasons for events (B, T, FIH)
- 2.1.9 use sight vocabulary and word knowledge to spell (all)
- 2.1.13 read simple instructions (MR, SS, SPUD, FIWP, MCO, DM)
- 2.1.16 use models from reading to organise instructions (MR, SS, SPUD,WBI, FIWP, MCO, DM)
- 2.1.17 use diagrams in instructions (MR, SG, SPUD)
- 2.2.6 describe characters and express personal views about them (all)
- 2.2.14 write character profiles (GC, HA, SJ, WR, B, BM, FIWP, RA, T)
- 2.3.14 pose questions prior to reading non-fiction (SSP, HDHGO, RA)

YEAR THREE

- 3.1.3 read and spell HFW from KS1 (Appendix List 1) (all)
- 3.1.4 identify syllables in reading and spelling (all)
- 3.1.5 identify mis-spelt words in own writing and learn to spell them (all)
- 3.1.6 use independent spelling strategies (all)
- 3.1.7 practise new spellings regularly using the 'look, say, cover, write, check' strategy (all)
- 3.1.10 recognise and spell common prefixes (all)
- 3.1.13 collect new reading and subject words (all)
- 3.1.15 understand the purpose and organisation of a dictionary (WII, HDHGO, MCO, FIH)
- 3.1.16 understand the purpose/organisation of a thesaurus, and use it to find synonyms (AD)
- 3.1.17 generate synonyms (all)
- 3.1.18 use the term 'synonym' (all)
- 3.2.12 recognise and generate compound words (all)
- 3.2.13 common suffixes (all)
- 3.2.17 collect new reading and subject words (all)
- 3.2.19 use dictionaries for spelling and definitions (WII, HDHGO, MCO, FIH)
- 3.2.20 write their own definitions (HA, MR, WII, HDHGO, MCO, FIH)
- 3.2.21 use the term 'definition' (SSkating, WR, FIWP, HA, MR, WII HDHGO, MCO, FIH)
- 3.2.23 organise words or information alphabetically (GC, SSkating, SS, WR, BM)

- 3.1.4 use verb tenses with increasing accuracy in speaking and writing (all)
- 3.1.9 notice and investigate devices for presenting text, e.g. speech bubbles, enlarged or italicised print,captions, headings, etc. (all)
- 3.1.11 write in complete sentences (all)
- 3.2.2 learn the function of adjectives (WII, AWD)
- 3.2.3 use the term adjective (WII, AWD)
- 3.2.3 extend knowledge of pluralisation (all)
- 3.2.5 use the terms 'singular' and 'plural' (WBI)
- 3.3.6 investigate words and phrases that signal time sequences, e.g. first, then, etc. (SC, MR, SPUD, WBI, FC, FIWP, MCO)

- 3.1.1 investigate story settings and scenes (FIH)
- 3.1.8 express and support views about stories (all)
- 3.1.16 understand the distinction between fact and fiction (all)
- 3.1.17 notice style and structure differences in fiction and non-fiction writing (all)
- 3.1.20 identify main points of information passages (SSP, T)
- 3.1.21 make a simple record of information from texts read (BM, IP, MCO)
- 3.2.7 describe and sequence key incidents (WII, WBI, B)
- 3.2.8 write character portraits (GC, HA, SJ, WR, RA, B, FC, BM, FIWP, AD)
- 3.2.9 write a story plan (SC, YB)
- 3.2.15 read and follow simple instructions (MR, SS, SPUD, FIWP, MCO, DM)
- 3.2.16 write instructions (MR, SS, SPUD,WBI, FIWP, MCO, DM)
- 3.3.5 discuss characters' feelings, behaviour, and relationships (PW, GC, WR, HA, RA)
- 3.3.19 summarise content of text (SSP, WR)
- 3.3.20 write letters (SSP, DF)

WILDCATS AND THE NATIONAL LITERACY STRATEGY

TIGER

Title Abbreviations

Long Ago and Far Away

- Tutankhamen's Tomb – TT
- Thor Heyerdahl's Dream – THD
- Alexander the Great – AG
- Letters Home – LH

Eruption

- Volcanoes – V
- Kinds of Eruption – KE
- Killer Volcanoes – KV
- Escape from Mount Api – EFMA

Rescue!

- It Wasn't a Trick – IWT
- The Building Site – BS
- Kate to the Rescue – KTR
- Whale Tale – WT

Dinosaur Detective

- Dinosaur Detective – DD
- Myths and Truths – MT
- The Time Stone – TS
- Making Dinosaurs Come to Life – MDCL

Incredible Places

- Incredible Crater – ICR
- Incredible City – IC
- Incredible River – IRV
- Incredible Rocks – IR

Maps and Codes

- Maps – M
- Great Island – GI
- Codes and Signs – CS
- Make a Secret Code Wheel – MSCW

Woods, Irons, and Greens

- Tiger Woods – TW
- Rules and Plays – RP
- Design a Golf Course – DGC
- Beat Tiger Woods in the Masters – BTWM

Hercules and Other Greek Legends

- Hercules and the Hydra – HH
- 12 Tasks of Hercules – 12TH
- The Wooden Horse of Troy – WHT
- Achilles – A

YEAR TWO

YEAR THREE

YEAR FOUR

Word Level Work

Pupils shall:

- 2.1.1 identify, spell and read long vowel digraphs and phonemes (all, i.e., all titles)
- 2.1.2 revise long vowels in reading and spelling (all)
- 2.1.4 investigate words with same sound but different spellings (all)
- 2.1.7 use plurals and tense endings (all)
- 2.1.8 understand and use the terms 'vowel' and 'consonant' (all)
- 2.2.4 identify component parts of compound words (all)
- 2.2.5 identify syllables (all)
- 2.2.7 read on sight high frequency words (HFW) in graded readers during guided reading (all)
- 2.2.8 spell words with common prefixes (all)
- 2.2.10 list new topic and personal interest words (all)
- 2.3.5 read on sight HFW in graded readers during guided reading (all)
- 2.3.6 investigate words with same spelling but different sounds (all)
- 2.3.7 spell words with common suffixes (all)
- 2.3.9 list new topic and personal interest words (all)
- 2.3.10 use synonyms (all)

- 3.1.3 read and spell HFW from KS1 (Appendix List 1) (all)
- 3.1.4 identify syllables in reading and spelling (all)
- 3.1.5 identify mis-spelt words in own writing and learn to spell them (all)
- 3.1.6 use independent spelling strategies (all)
- 3.1.7 practise new spellings regularly using the 'look, say, cover, write, check' strategy (all)
- 3.1.10 recognise and spell common prefixes (all)
- 3.1.13 collect new reading and subject words (all)
- 3.1.15 understand the purpose and organisation of a dictionary (LH, KE)
- 3.1.17 generate synonyms (all)
- 3.1.18 use the term 'synonym' (all)
- 3.2.12 recognise and generate compound words (all)
- 3.2.13 recognise and spell common suffixes (all)
- 3.2.17 collect new reading and subject words (all)
- 3.2.19 use dictionaries for spelling and definitions (KE)
- 3.2.20 write their own definitions (MDCL, HH)
- 3.2.21 use the term 'definition' (LH, KE, DD, ICR, HH)
- 3.2.23 organise words or information alphabetically (THD, IWT, IR, TW, 12TH)

- 4.1/2/3.1 revise and consolidate work from Yr3 – phonemes, high frequency words, multi-syllable words (all)
- 4.1/2/3.2 identify mis-spelt words (all)
- 4.1/2/3.3 use independent spelling strategies (all)
- 4.1/2/3.4 use the 'look, say, cover, write, check' spelling strategy (all)
- 4.1.5 spell two syllable words with double consonants (all)
- 4.1.6 distinguish between the spelling and meaning of homophones (all)
- 4.1.8 spell irregular tense changes (all)
- 4.1.11 define familiar vocabulary (MDCL, HH)
- 4.3.6 spell words with common letter strings but different pronunciation (all)
- 4.3.8 extend words through adding prefixes and suffixes (all)
- 4.3.11 investigate compound words (all)

Sentence Level Work

Pupils shall:

- 2.1.1 predict text from grammar, read on, leave a gap and re-read (all)
- 2.1.2 find examples of words and phrases that link sentences, e.g. after, before, then, next, etc. (V, IWT, ICR, MSCW, BTWM, WHT)
- 2.1.4 re-read own writing for sense and punctuation (all)
- 2.1.6 use simple organisational devices (TT, THD, AG, KV, BS, DD, MT, TS, IC, M, CS, TW, BTWM, HH, 12TH, WHT, A)
- 2.2.3 check own writing for grammatical sense and accuracy, identify errors and suggest alternatives (all)
- 2.2.5 use irregular verb tenses (all)
- 2.2.7 investigate and use a range of ways of presenting text, e.g. speech bubbles, captions, headings, sub-headings, etc. (TT, AG, V, IWT, WT, M, CS, TW, RP, 12TH, A)
- 2.3.3 use irregular verb tenses (all)

- 3.1.4 use verb tenses with increasing accuracy in speaking and writing (all)
- 3.1.9 notice and investigate devices for presenting text, e.g. speech bubbles, enlarged or italicised print, captions and headings, etc. (TT, AG, V, IWT, WT, M, CS, TW, RP, 12TH, A)
- 3.1.11 write in complete sentences (all)
- 3.2.4 extend knowledge of pluralisation (all)
- 3.3.6 investigate words and phrases that signal time sequences, e.g. first, then, etc. (IWT, KTR, WT, MSCW, BTWM, WHT)

- 4.1.1 re-read own writing for grammatical sense and accuracy (all)
- 4.1.2 revise all work on verbs and investigate verb tenses (all)
- 4.2.2 use the apostrophe correctly (TT, AG, LH, V, EFMA, IWT, BS, KTR, WT, DD, MT, TS, MDCL, ICR, IRV, GI, CS, HH, 12TH, WHT, A)
- 4.2.2 recognise how commas, connectives and fullstops join and separate clauses (all)
- 4.3.4 use connectives to structure an argument (IC, 12TH)

Text Level Work

Pupils shall:

- 2.1/2/3.1 apply word level skills in shared and guided reading (all)
- 2.1/2/3.2 use phonological, contextual, grammatical and graphic knowledge to predict and check the meanings of unfamiliar words (all)
- 2.1.4 understand time and sequence relationships in stories, i.e. what happened when (all narrative texts)
- 2.1.5 discuss reasons for events (TT, LH, V, IWT, DD, BS)
- 2.1.9 use sight vocabulary and word knowledge to spell accurately (all)
- 2.1.16 use models from reading to organise instructions (KTR, WT, DD, M, MSCW)
- 2.1.17 use diagrams in instructions (WT, DD, MSCW, BTWM)
- 2.2.5 discuss story settings (WT, A)
- 2.2.6 express views on characters (all narrative texts)
- 2.2.14 write character profiles (THD, AG, TW, HH, A)
- 2.2.21 produce flow charts or diagrams (DD, V)
- 2.3.13 distinguish between fact and fiction (all)
- 2.3.14 pose questions while reading non-fiction (MDCL)
- 2.3.15 use contents page and index (all)
- 2.3.19 make simple notes to use in subsequent writing (TT, AG, V, KE, KV, IWT, ICR, IC, IRV, IR, M, CS, RP)

- 3.1.1 compare and describe story settings and scenes (LH, IWT, BS, KTR, TS, A)
- 3.1.8 express and support views about stories (all)
- 3.1.16 understand the distinction between fact and fiction (all)
- 3.1.17 notice style and structure differences in fiction and non-fiction writing (all)
- 3.1.20 identify main points of informational text (TT, AG, DD, MT)
- 3.1.21 make a simple record of information from texts read (IWT, KTR, DD, MT)
- 3.2.1 investigate the styles and voices of traditional story language (AG, HH, 12TH, WHT, A)
- 3.2.7 describe and sequence key incidents (THD, AG, TS)
- 3.2.9 write a story plan (TS, WHT)
- 3.2.15 read and follow instructions (M, CS, RP)
- 3.2.16 write instructions (M, MSCW, BTWM)
- 3.2.17 make notes using flow charts, columns, matrices, etc. to capture key points (V, KV, DD, MT, IC, IRV, CS, TW, WHT)
- 3.3.26 summarise content of texts (TT, KE, KV, IWT, M)
- 3.3.20 write letters (LH, ICR)

- 4.1.2 identify main characteristics of key characters (THD, AG, EFMA, TW, HH, 12TH, A)
- 4.1.4 explore narrative order (EFMA, BS)
- 4.1.10 plan a story identifying the stages of its telling (TS, WHT)
- 4.1.25 write clear instructions using conventions learned from reading (M, MSCW, BTWM)
- 4.2.13 write own examples of descriptive language (V, ICR, IR)
- 4.2.16 prepare for factual research (IWT, MDCL)
- 4.2.17 scan texts for useful information to use in summaries (TT, AG, V, KE, KV, IWT, MT, ICR, IC, IRV, IR, CS)
- 4.3.2 read and discuss stories from other cultures (TT)
- 4.3.16 read and evaluate examples of arguments (IC, WHT)
- 4.3.21 plan the presentation of a point of view (ICR, IC, IRV, IR, GI, 12TH, WHT)
- 4.3.23 present a point of view in writing (EFMA, IC, 12TH, WHT)
- 4.3.25 design an advertisement or poster (DD, MDCL, GI)

WILDCATS AND THE NATIONAL LITERACY STRATEGY

BOBCAT

Title Abbreviations

Twisters and Other Wind Storms

- Wind Storms – WS
- Hurricane Andrew – HA
- The Long Night – LN
- El Niño – EN

Eye Spy

- Eyes and Ears in Space – EES
- Fatima's Forecast – FF
- Talking around the World – TAW
- Satellite Time Line – STL

Special Effects

- Special Effects – SE
- Stunts – S
- Talking to a Make-Up Artist – TMUA
- Computers and Special Effects – CSE

Another Point of View

- Another Point of View – APV
- Ginger Ruth – GR
- Don't Step on Me! – DSM
- My Mother's Out of this World – MMOW

The Four A's

- What a Commotion! – WC
- Quilts – Q
- The Paper Tiger – PT
- A Drink for Darby Dingo – DFDD

Up in the Air

- In the Night Sky – NS
- Our Solar System – OSS
- Life in Space – LS
- Ozone – O

Appointment with Action

- Speed and Action – SA
- Whirlybirds – W
- Smoke Jumpers – SJ
- Dillon's Dream – DD

Right or Wrong?

- Right or Wrong? – RW
- Chalky – C
- Lights in the Sky – LIS
- UFOs – UFOs

YEAR THREE

Word Level Work

Pupils shall:

- 3.1/2/3.1 spell words containing long vowel phonemes (all, i.e., all titles)
- 3.1/2/3.3 read and spell high frequency words (all)
- 3.1/2/3.4 discriminate syllables in reading and spelling (all)
- 3.1/2/3.5 identify mis-spelt words (all)
- 3.1/2/3.6 use independent spelling strategies (all)
- 3.1/2/3.7 use the 'look, say, cover, write, check' spelling strategy (all)
- 3.1.8 learn how the spelling of words alter when -ing is added (EES, S, DSM, SA, W, C, UFOs)
- 3.1.10 use common prefixes (all)
- 3.1.11 use prefixes and root words to generate new words (all)
- 3.2.10 use words with silent letters (all)
- 3.2.12 recognise and generate compound words (all)
- 3.2.13 recognise and spell common suffixes (all)
- 3.2.14 use suffixes to generate new words (all)
- 3.2.15 use the apostrophe to shorten words
- 3.3.8 identify short words in longer words (all)
- 3.3.12 use new topic and subject words (all)

Sentence Level Work

Pupils shall:

- 3.1.3 identify the functions of verbs in sentences (DSM)
- 3.1.9 use speech bubbles (Q, DD)
- 3.1.10 identify separate sentences (WS, SE, WC, LS, DD, RW, S, EES, APV, CSE)
- 3.1.11 write in complete sentences (WS, SE, WC, LS, DD, RW, S, EES, APV, CSE)
- 3.1.12 use full stops and capital letters to demarcate sentences (WS, SE, WC, LS, DD, RW, S, EES, APV, CSE)
- 3.2.2 identify the functions of adjectives within sentences (HA, EN, FF, S, TMUA, LN)
- 3.3.6 identify and use words and phrases that signal time sequences (WS, HA, FF, TAW, SE, W, C)

Text Level Work

Pupils shall:

- 3.1.16 understand the distinction between fact and fiction (all)
- 3.1.17 notice differences in the style and structure of fiction and non-fiction (all)
- 3.1.18 locate information, using contents, index, headings, sub-headings, page nos., etc. (all)
- 3.1.21 make a simple record of information from texts read (WS, EES, FF, TAW, STL, S, TMUA, CSE, PT, OSS, O, SA, W, RW)
- 3.1.22 write simple non-chronological reports (EES, SE, O)
- 3.2.1 investigate styles and voices of traditional story language (DFDD)
- 3.2.3 identify and discuss main and recurring characters (LN, DSM, C)
- 3.2.6 plan main points as a structure for story writing (S, GR, DD, LIS, UFOs)
- 3.2.7 describe and sequence key incidents (WS, HA)
- 3.2.8 write portraits of characters (C)
- 3.2.11 write new or extended verses based on poetry models (PT)
- 3.3.5 discuss characters' feelings, behaviour and relationships (WS, LN, DSM, DFDD, LS, DD, C)

YEAR FOUR

- 4.1/2/3.1 revise and consolidate work from Yr3 – phonemes, high frequency words, multi-syllable words (all)
- 4.1/2/3.2 identify mis-spelt words (all)
- 4.1/2/3.3 use independent spelling strategies (all)
- 4.1/2/3.4 use the 'look, say, cover, write, check' spelling strategy (all)
- 4.1.5 spell two syllable words containing double consonants (all)
- 4.1.6 distinguish between the spelling and meanings of homophones (all)
- 4.1.8 spell irregular tense changes (all)
- 4.3.6 spell words with common letter strings but different pronunciation (all)
- 4.3.8 extend words through adding prefixes and suffixes (all)
- 4.3.11 investigate compound words (all)

- 4.1.1 re-read own writing for grammatical sense and accuracy (all)
- 4.2.4 recognise how commas, connectives and full stops join and separate clauses (WS, SE, WC, LS, DD, RW, S, EES, APV, CSE)
- 4.3.4 use connectives to structure an argument (APV, DSM)

- 4.1.2 identify main characteristics of key characters (WS, LN, DFDD, LS, DD, C)
- 4.1.4 explore narrative order (WC, SA, FF, W)
- 4.1.24 write newspaper style reports (HA, FF)
- 4.2.11 write poetry based on the structure of poems read (PT)
- 4.2.13 write own examples of descriptive language (LN, EN, FF, SE, S, LS, SA, W, UFOs)
- 4.2.16 prepare for factual research (RW)
- 4.3.2 read and discuss stories from other cultures (The Four A's)
- 4.3.16 read and evaluate examples of arguments (APV, GR, DSM, MMOTW, LIS, UFOs)
- 4.3.21 plan the presentation of a point of view (APV, DSM, LIS, RW, UFOs)
- 4.3.23 present a point of view in writing (APV, DSM, UFOs)

YEAR FIVE

- 5.1/2/3.1 identify mis-spelt words in their own writing and learn to spell them (all)
- 5.1/2/3.3 use independent spelling strategies – syllabic parts, prefixes, suffixes, common letter strings, knowledge of rules and exceptions, etc. (all)
- 5.1.5 use spelling patterns in pluralisation (all)
- 5.1.7 explain the differences between synonyms (all)
- 5.1.8 identify root words (all)
- 5.2.4 explore spelling patterns of consonants (all)
- 5.2.5 spell words with common letter strings but different pronunciation (all)
- 5.2.6 distinguish between homophones (all)
- 5.2.10 investigate antonyms
- 5.3.6 transform words, e.g. by changing tenses (all)
- 5.3.12 use dictionaries to explore spellings, meanings, definitions, alphabetical order, etc. (TAW, DFDD, O, C)

- 5.1.3 discuss, proof-read and edit their own writing for clarity and correctness (all)
- 5.1.4 adapt writing for different purposes (HA, EES, FF, OSS, LS, O, SA, SJ, RW, C, UFOs)
- 5.1.6 understand the need for punctuation as an aid to the reader (all)
- 5.2.3 understand how writing can be adapted for different audiences and purposes (HA, EES, FF, OSS, LS, O, SA, SJ, RW, C, UFOs)
- 5.3.7 use connectives (HA, EES, FF, OSS, LS, O, SA, SJ, RW, C, UFOs)

- 5.1.9 develop an active attitude towards reading: seeking answers, anticipating events, etc. (all)
- 5.1.13 record ideas, reflections and predictions about a book (all)
- 5.1.14 map out texts showing development and structure (LN, GR, W, DD, LIS, UFOs)
- 5.1.21 identify features of recounted texts (WS, HA, FF, S, CSE, WC, SA, W)
- 5.2.9 investigate the features of different fiction genres (all)
- 5.2.13 review and edit writing to produce a final form (HA, LN, FF, STL, SE, CSE, DFDD, LS, SA, W, SJ)
- 5.2.16 prepare for reading by identifying what they already know and what they need to find out (all)
- 5.3.1 investigate texts from different cultures (The Four A's)
- 5.3.2 identify the point of view from which a story is told (APV, GR, DSM, MMOTW, RW, UFOs)
- 5.3.8 record predictions, questions and reflections while reading (all)

WILDCATS AND THE NATIONAL LITERACY STRATEGY

LEOPARD

Title Abbreviations

In the Rain Forest

- In the Rain Forest – IRF
- Rain Forest Animals – RFA
- Taki and the Rain Forest School – TRFS
- Rain Forests in Danger! – RFD

Cyberspace

- Glossary – G
- The Super-Duper Word-Eating Computer – SDWC
- Virtual Reality – VR
- Cyberfuture – C

Surf's Up

- The Dawn of Surfing – DOS
- Back to the Surf – BTS
- Harry and Larry Go Bodysurfing – HLGB
- Research – R

Not What It Seems

- Luiz and the Pink Dolphin – LPD
- Harley Pete – HP
- The Birdman – B
- The Eye in the Sky – ES

The Sky's the Limit

- The Sky's the Limit – STL
- Actor: Beckley – AB
- Soccer Coach – SC
- Team Player: Tim – TPT

Spreading the Word

- The Story of the Alphabet – SA
- The Talking Leaves – TL
- Spreading the Word – SW
- Spreading the Word on the Internet – SWI

Extreme Sports

- In-Line Skating – ILS
- Skydive – S
- Snowboarding – SB
- You've Got to Spin to Win – YGSW

Mythical Beasts

- Mythical Beasts – MB
- Strange Footprints! – SF
- Mighty Tritonoclops – MT
- The Mystery of the Loch Ness Monster – MLNM

YEAR FOUR

Word Level Work

Pupils shall:

- 4.1/2/3.1 revise and consolidate work from Yr3 – phonemes, high frequency words, multi-syllable words (all, i.e., all titles)
- 4.1/2/3.2 identify mis-spelt words (all)
- 4.1/2/3.3 use independent spelling strategies (all)
- 4.1/2/3.4 use the 'look, say, cover, write, check' spelling strategy (all)
- 4.1.5 spell two syllable words containing double consonants (all)
- 4.1.6 distinguish between the spelling and meanings of homophones (all)
- 4.1.8 spell irregular tense changes (all)
- 4.3.6 spell words with common letter strings but different pronunciation (all)
- 4.3.8 extend words through adding prefixes and suffixes (all)
- 4.3.11 investigate compound words (all)

Sentence Level Work

Pupils shall:

- 4.1.1 re-read own writing for grammatical sense and accuracy (all)
- 4.2.4 recognise how commas, connectives and full stops are used to join and separate clauses (RFD, SDWC, VR, BTS, HLGB, HP, B, ES, STL, AB, TPT, SA, TL, SWI, ILS, SD, SB, YGSW, MB, SF, MLNM)
- 4.3.4 use connectives to structure an argument (TRFS, VR, B, SF)

Text Level Work

Pupils shall:

- 4.1.2 identify the main characteristics of key characters (BTS, HP, B, AB, SC, TPT, S, MT, MLNM)
- 4.1.4 explore narrative order (BTS, HLGB, LPD, ES, TL, SB, YGSW)
- 4.1.9 use different ways of planning stories (RFD, LPD, STL, TL, SWI, S, YGSW, SF)
- 4.1.24 write newspaper style reports (ILS)
- 4.2.11 write poetry based on the structure of poems read (TRFS, HP)
- 4.2.13 write own examples of descriptive language (RFA, C, DOS, ES, ILS, S, SB, YGSW, MB)
- 4.2.16 prepare for factual research (RFA, R, AB)
- 4.2.17 scan texts to locate key words, phrases, sentences, and useful headings and use these to summarise text (IRF, TRFS, RFD, DOS, SWI, MLNM)
- 4.2.25 write explanations (VR, HLGB, R, ES)
- 4.3.1 identify dilemmas faced by characters, or the moral of the story (BTS, B, STL, ES)
- 4.3.16 read and evaluate examples of arguments (SF, MLNM, HLGS)
- 4.3.21 plan the presentation of a point of view (TRFS, VR, LPD, B, STL, SC, TL, SF)
- 4.3.23 present a point of view in writing (TRFS, VR, B, TL, SF)

YEAR FIVE

- 5.1/2/3.1 identify mis-spelt words in their own writing and learn to spell them (all)
- 5.1/2/3.3 use independent spelling strategies – syllabic parts, prefixes, suffixes, common letter strings, knowledge of rules and exceptions, etc. (all)
- 5.1.5 use spelling patterns in pluralisation (all)
- 5.1.7 explain the difference between synonyms (all)
- 5.1.8 identify root words (all)
- 5.2.4 explore spelling patterns of consonants (all)
- 5.2.5 spell words with common letter strings but different pronunciation (all)
- 5.2.6 distinguish between homophones (all)
- 5.2.10 investigate antonyms (all)
- 5.3.6 transform words, e.g. by changing tenses (all)
- 5.3.12 use dictionaries to explore spellings, meanings, definitions, alphabetical order, etc. (C, STL, SC, SA, TL)

- 5.1.3 discuss, proof-read and edit their own writing for clarity and correctness (all)
- 5.1.4 adapt writing for different purposes (VR, DOS, ES, STL, AB, SA, TL, SWI, ILS, S, SB, YGSW, MB)
- 5.1.6 understand the need for punctuation as an aid to the reader (all)
- 5.2.3 understand how writing can be adapted for different audiences and purposes (VR, DOS, ES, STL, AB, SA, TL, SWI, ILS, S, SB, YGSW, MB)
- 5.3.7 use connectives (RFD, VR, BTS, B, ES, AB, SA, TL, SWI, ILS, S, SB, YGSW, MB, SF)

- 5.1.9 develop an active attitude towards reading: seeking answers, anticipating events, etc. (all)
- 5.1.13 record ideas, reflections and predictions about a book (all)
- 5.1.14 map out texts showing development and structure (MT, DOS, LPD, ES)
- 5.1.21 identify features of recounted texts (BTS, HLGB, STL, TL, S, YGSW, SF)
- 5.2.1 identify the features of myths, legends and fables (LPD, ES, MT, HLGB, TRFS, MB)
- 5.2.9 investigate the features of different fiction genres (all)
- 5.2.13 review and edit writing to produce a final form (IRF, TRFS, RFD, VR, LPD, ES, AB, SWI, S, YGSW, MB, SF, SA)
- 5.2.16 identify what they already know and what they need to find out to prepare for reading (all)
- 5.3.2 identify the point of view from which a story is told (TL, SF, MLNM, VR, HLGS)
- 5.3.3 be able to change their point of view (TL, S)
- 5.3.8 record predictions, questions and reflections while reading (all)

YEAR SIX

- 6.1/2/3.1 identify mis-spelt words in their own writing and learn to spell them (all)
- 6.1/2/3.2 use known spellings as a basis for spelling other words (all)
- 6.1/2/3.3 use independent spelling strategies – syllabic parts, prefixes, suffixes, common letter strings, knowledge of rules and exceptions, etc. (all)
- 6.1/2/3.5 use root words, prefixes, and suffixes (all)
- 6.1.9 understand how new words have been added to the language (G, VR, C, SA, SWI, ILS, S, SB, YGSW)
- 6.2.8 build a bank of useful terms and phrases for argument (TRFS, VR, B, SF)
- 6.3.6 practise and extend vocabulary, e.g. through inventing word games (VR, BTS, R, SA, SF, MT)

- 6.2.4 revise work on contracting sentences – using summary, note making, editing (IRF, RFA, RFD, SDWC, C, DOS, BTS, HLGB, R, LPD, ES, STL, AB, SC, TPT, TL, SWI, ILS, S, YGSW, MB, SF, MT, MLNM)

- 6.1.2 take account of viewpoint (TRFS, RFD, TL, SW, STL, S)
- 6.1.6 manipulate narrative perspective by writing in the voice or style of a text (RFD, LPD, HP, STL, SA)
- 6.2.10 use different genres as models to write (HP, TRFS, RFD, BTS, LPD, STL, S)
- 6.3.18 skim, scan, and read texts efficiently for research (RFA, DOS, R, SW, MLNM)

WILDCATS AND THE NATIONAL LITERACY STRATEGY

PANTHER

Title Abbreviations

In the News

- In the News – ITN
- Media Moments – MM
- Eco-Warriors – E-W
- Kids F.A.C.E. – KFACE

Beyond the Beyond

- Looking into Deep Space – LIDS
- What Is a Black Hole? – WIBH?
- Universe Watchers – UW
- Become a Universe Watcher – BAUW

Against the Odds

- Fast-Forward FM Dash for Cash – FMDFC
- The Paralympic Games – TPG
- The Great Race – TGR
- Beaches to Bobsleds – BTB

Amaze Us!

- Amazing Mazes – AM
- Theseus and the Minotaur – TATM
- Amazing Animals – AA
- Labyrinth Run – LR

Under the Ground

- Below the City – BTC
- Underground Explorers – UE
- Quakeriders – Q
- Coober Pedy – CP

Zeros and Ones

- Computer Century – CC
- SETI – SETI
- Bugged – B
- Digital Diagnosis – DD

Survive!

- Killer Quake – KQ
- Survive! – S
- The Fall – TF
- The Wooden Horse – TWH

Mythmakers

- Modern Myths – MODM
- Making The Lord of the Rings – MLR
- Make Your Own Myth – MYOM
- Hoaxers – H

YEAR FOUR

Word Level Work

Pupils shall:

- 4.1/2/3.2 identify mis-spelt words (all)
- 4.1/2/3.3 use independent spelling strategies (all)
- 4.1/2/3.4 use the 'look, say, cover, write, check' spelling strategy (all)
- 4.1.5 spell two syllable words containing double consonants (all)
- 4.1.6 distinguish between the spelling and meanings of homophones (all)
- 4.1.8 spell irregular tense changes (all)
- 4.3.6 spell words with common letter strings but different pronunciation (all)
- 4.3.8 extend words through adding prefixes and suffixes (all)
- 4.3.11 investigate compound words (all)

Sentence Level Work

Pupils shall:

- 4.1.1 re-read own writing for grammatical sense and accuracy (all)
- 4.1.2 revise work on verbs... and investigate verb tenses (all)
- 4.2.2 use the apostrophe accurately to mark possession (all)
- 4.2.4 recognise how commas, connectives and full stops are used to join and separate clauses (MM, TGR, TATM, Q, SETI, TF, H)
- 4.3.2 identify the common punctuation marks and respond to them appropriately when reading (all)
- 4.3.4 use connectives to structure an argument (UW, TPG, UE)

Text Level Work

Pupils shall:

- 4.1.2 identify the main characteristics of key characters (ITN, TATM, TF)
- 4.1.4 explore narrative order (E-W, FMDFC, Q, B, TWH)
- 4.1.9 use different ways of planning stories (MM, MODM, MYOM)
- 4.1.24 write newspaper style reports (ITN, MM, TGR, H)
- 4.2.11 write poetry based on the structure of poems read (LIDS)
- 4.2.13 write own examples of descriptive language (LIDS, UW, BTB, AM, TATM, AA, LR)
- 4.2.16 prepare for factual research (MM, KFACE, WIBH?, AA, CP, DD, KQ)
- 4.2.17 scan texts to locate key words, phrases, sentences, and useful headings and use these to summarise text (ITN, MM, KFACE, LIDS, WIBH?, UW, BAUW, FMDFC, TPG, TGR, BTB, AM, TATM, AA, LR, BTC, UE, Q, CP, CC, B, KQ, S, TF, MODM, MLR, MYOM, H)
- 4.2.25 write explanations (BTC, UE, CC, SETI, KQ, S, H)
- 4.3.1 identify dilemmas faced by characters, or the moral of the story (TATM, LR, TF, MODM, MLR, MYOM)
- 4.3.23 present a point of view in writing (UW, Q, TF, TPG, UE, SETI, TWH)

YEAR FIVE

- 5.1/2/3.1 identify mis-spelt words in their own writing and learn to spell them (all)
- 5.1/2/3.3 use independent spelling strategies – syllabic parts, prefixes, suffixes, common letter strings, knowledge of rules and exceptions, etc. (all)
- 5.1.5 use spelling patterns in pluralisation (all)
- 5.1.7 explain the difference between synonyms (all)
- 5.1.8 identify root words (all)
- 5.2.4 explore spelling patterns of consonants (all)
- 5.2.5 spell words with common letter strings but different pronunciation (all)
- 5.2.6 distinguish between homophones (all)
- 5.2.10 investigate antonyms (all)
- 5.3.6 transform words, e.g. by changing tenses (all)
- 5.3.12 use dictionaries to explore spellings, meanings, definitions, alphabetical order, etc. (ITN, FMDFC, LR, UE, B, S, MODM)

- 5.1.3 discuss, proof-read and edit their own writing for clarity and correctness (all)
- 5.1.4 adapt writing for different purposes (ITN, MM, UW, TPG, TGR, BTB, AA, LR, UE, Q, SETI, TF, TWH, MLR, H)
- 5.1.6 understand the need for punctuation as an aid to the reader (all)
- 5.2.3 understand how writing can be adapted for different audiences and purposes (ITN, MM, UW, TPG, TGR, BTB, AA, LR, UE, Q, SETI, TF, TWH, MLR, H)
- 5.3.5 revise the use of apostrophes for possession (all)
- 5.3.7 use connectives (E-W, UW, TPG, TGR, BTB, AA, LR, UE, Q, B, KQ, TF, TWH, MLR, H)

- 5.1.9 develop an active attitude towards reading: seeking answers, anticipating events, etc. (all)
- 5.1.13 record ideas, reflections and predictions about a book (all)
- 5.1.14 map out texts showing development and structure (FMDFC, Q, B, MODM, MLR, MYOM)
- 5.1.15 write new scenes or characters into a story (BAUW, FMDFC, BTB, Q, SETI, B, TF, TWH)
- 5.1.21 identify features of recounted texts (E-W, WIBH?, LR, Q, TWH)
- 5.2.1 identify the features of myths, legends and fables (TATM, MODM, MYOM)
- 5.2.9 investigate the features of different fiction genres (all)
- 5.2.11 write own versions of myths (MYOM)
- 5.2.13 review and edit writing to produce a final form (E-W, WIBH?, UW, TPG, TATM, AA, LR, UE, Q, SETI, B, TF, TWH, MLR, H)
- 5.2.16 identify what they already know and what they need to find out to prepare for reading (all)
- 5.3.8 record predictions, questions and reflections while reading (all)

YEAR SIX

- 6.1/2/3.1 identify mis-spelt words in their own writing and learn to spell them (all)
- 6.1/2/3.2 use known spellings as a basis for spelling other words (all)
- 6.1/2/3.3 use independent spelling strategies – syllabic parts, prefixes, suffixes, common letter strings, knowledge of rules and exceptions, etc. (all)
- 6.1/2/3.5 use root words, prefixes, and suffixes as a support for spelling (all)
- 6.1.9 understand how new words have been added to the language (ITN, E-W, WIBH?, CC, B, Q)
- 6.2.8 build a bank of useful terms and phrases for argument (UW, TPG, LR, UE)
- 6.3.7 experiment with language (FMDFC, SETI, B, Q)

- 6.1.4 investigate connecting words and phrases... classify useful examples for different kinds of text, e.g., sequence (firstly, secondly...); logic (therefore, so...) (UW, FMDFC, TPG, AM, AA, UE, KQ)
- 6.2.4 revise work on contracting sentences – using summary, note making, editing (ITN, MM, KFACE, LIDS, WIBH?, UW, BAUW, FMDFC, TPG, TGR, BTB, AM, TATM, AA, LR, BTC, UE, Q, CP, CC, B, KQ, S, TF, MODM, MLR, MYOM, H)

- 6.1.2 take account of viewpoint (TF, E-W, TPG, TGR, BTB, LR, Q, TWH, MYOM)
- 6.1.6 manipulate narrative perspective by writing in the voice or style of a text (TF, TGR, BTB, Q, H)
- 6.1.7 plan quickly and effectively the plot, characters and structure of their own narrative writing (LIDS, WIBH?, Q, B, TWH, MYOM)
- 6.2.10 use different genres as models to write (ITN, MM, TGR, BTB, SETI, B, DD, MLR, H)
- 6.3.18 skim, scan, and read texts efficiently for research (WIBH?, AA, DD)