

**Spoken Language**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading – Word Recognition

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading –Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - 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
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing 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
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion retrieve, record and present information from non-fiction
- participate in discussions 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
- 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 and provide reasoned justifications for their views.

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Writing – Year 5 and Year 6					
WOODPECKER Y5 & Y6	Sentence structure	Grammar	Punctuation work	Vocabulary	Writing Composition
	<ul style="list-style-type: none"> Adapt sentence construction to different purposes and readers To understand the difference between direct and reported speech To understand the term main clause and to highlight clauses in sentences Use a full range of sentence starters <ul style="list-style-type: none"> Verbs Adverbs Connectives Adjectives Nouns Pronouns Prepositions To form complex sentences To work in contracting sentences for summary, note taking or editing 	<ul style="list-style-type: none"> To understand how different tenses are formed by using auxiliary verbs, active verbs, passive verbs and imperative verbs To revise work on nouns To be able to classify and search for a range of prepositions Extended/ expanded noun phrases used concisely Tense and person accurate Revise active and passive verbs Use passive voice in a sentence to affect the presentation of information Revise different word classes covered prior to this year Investigate connective words and phrases To understand the features of formal, official language, e.g. <i>question tags or the subjunctive</i> 	<ul style="list-style-type: none"> Other punctuation – or () for parenthesis, ... for pauses and : in a list Begins to use a full range of punctuation ; - () ... : <i>(some can be used in place of a comma)</i> Bullet points to list information Speech punctuation and layout accurate and adapted e.g. split line speaker Hyphens for ambiguity, e.g. <i>man eating shark</i> <u>versus</u> <i>man-eating shark</i> 	<ul style="list-style-type: none"> Relative clause Modal verb Relative pronoun Parenthesis Bracket Dash Determiner Cohesion Ambiguity Active and passive voice Subject and object Hyphen Synonym Colon Semi-colon Bullet points Ellipsis or elision 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors

	Handwriting and Presentation <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.
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NOTE:

- the appendices referred to are held on the school's server, but can also be viewed at [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum - English 220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)
- In key stage 2, children are taught in mixed age groups.