

## Weald Locality - English Skills and Knowledge - Upper Key Stage Two

Skills that the children need to learn to make progress:

- a. listen, read and view in order to understand and respond
- b. discuss, debate and draft in order to develop and explore ideas, themes and viewpoints
- c. speak, write and broadcast in order to present ideas and opinions
- d. evaluate, analyse and critique in order to review, refine and comment
- e. interact and collaborate in order to share understanding of what is said, read and communicated.

|      |                        | Which skills are the children learning?   | What Core Knowledge will the children acquire? Years 5 & 6 |  |
|------|------------------------|---|--|--|
| UKS2 | SPEAKING AND LISTENING | <ol style="list-style-type: none"> <li>1. to convey complex ideas, using different techniques for clarity and effect</li> <li>2. to select relevant ideas and use appropriate vocabulary to engage and maintain the interest of listeners</li> <li>3. to organise and adjust what they say, including the use of spoken standard English, according to the formality of the context, the needs of their listeners and any communication technology being used</li> <li>4. to evaluate their own and others' speech and identify how it varies</li> <li>5. to sustain different roles, deal with disagreement and vary contributions in group discussion</li> <li>6. to extend and justify their opinions and ideas, building on what they have heard</li> <li>7. to use dialogue and discussion to build up and refine ideas, move groups on and reach agreement collaboratively</li> <li>8. to identify differences between spoken and written language, both on paper and on screen, taking account of context, purpose and audience</li> </ol> | SPOKEN LANGUAGE  | <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions and explanations</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul> |

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| READING | <p>9. to use inference and deduction to understand layers of meaning</p> <p>10. to make connections and comparisons between different parts of a text and with other texts they have read</p> <p>11. to verify the accuracy and reliability of information, including from online sources, detect bias and distinguish evidence from opinion</p> <p>12. to search for information using ICT and other methods and make choices about the appropriateness of the information</p> <p>13. to evaluate techniques used by writers and poets, commenting on how effective they are</p> <p>14. to recognise and use some conventions for conveying meaning in moving-image and multimodal texts</p> <p>15. to evaluate structural and organisational features, including the use of different presentational devices, layouts and combinations of formats, and their effects</p> <p>16. to evaluate ideas and themes that broaden perspectives and extend thinking</p> <p>17. to express and justify preferences by referring to the texts</p> <p>18. to identify the use of specialist vocabulary and structures and techniques associated with different forms and purposes of writing</p> <p>19. to critique views, opinions and arguments</p> <p>20. to reflect on viewpoints in narratives and to distinguish between those of the characters and those of the author</p> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul> <p><b>Comprehension</b></p> <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>i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>ii. reading books that are structured in different ways and reading for a range of purposes</li> <li>iii. 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> <li>iv. recommending books that they have read to their peers, giving reasons for their choices</li> <li>v. identifying and discussing themes and conventions in and across a wide range of writing</li> <li>vi. making comparisons within and across books</li> <li>vii. learning a wider range of poetry by heart</li> <li>viii. 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</li> </ul> </li> <li>• understand what they read by: <ul style="list-style-type: none"> <li>i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>ii. asking questions to improve their understanding</li> <li>iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>iv. predicting what might happen from details stated and implied</li> <li>v. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>vi. 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>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• 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</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>• provide reasoned justifications for their views.</li> </ul> |
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| WRITING | <p>21. to plan, create, shape and review their work, knowing when and how to improve it, including using ICT</p> <p>22. to select form, content, style and vocabulary to suit particular purposes and readers</p> <p>23. to combine written text and illustration, moving image and sound, integrating different effects to add power to the words and meanings</p> <p>24. to synthesise ideas using ICT by combining a variety of information from different sources</p> <p>25. to communicate and collaborate with others remotely and in locations beyond the school by selecting and using appropriate ICT</p> <p>26. to use features of layout, presentation and organisation effectively in written and on-screen media</p> <p>27. how paragraphs, bullets, hyperlinks, screen layout and headings are used to organise and link ideas, and to use these in their own work</p> <p>28. to explore how ideas are linked within and between sentences</p> <p>29. the function of punctuation within sentences and how to use it to clarify structure and development in what they write</p> <p>30. to recognise and apply common spelling patterns for regular and irregular words, using conventions and spell checking techniques as well as their knowledge of the origins of words and how spelling has changed over time</p> <p>31. to gain fluency in handwriting and keyboard use</p> | <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidelines for adding them</li> <li>• spell some words with 'silent' letters, e.g. knight, psalm, solemn</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in the relevant appendix</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:       <ol style="list-style-type: none"> <li>i. 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</li> <li>ii. choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</li> </ol> </li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• plan their writing by:       <ol style="list-style-type: none"> <li>i. 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>ii. noting and developing initial ideas, drawing on reading and research where necessary</li> <li>iii. in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ol> </li> <li>• draft and write by:       <ol style="list-style-type: none"> <li>i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>iii. précisising longer passages</li> <li>iv. using a wide range of devices to build cohesion within and across paragraphs</li> <li>v. using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ol> </li> <li>• evaluate and edit by:       <ol style="list-style-type: none"> <li>i. assessing the effectiveness of their own and others' writing</li> <li>ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>iii. ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ol> </li> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in the Year 5/6 VGP appendix by:       <ol style="list-style-type: none"> <li>i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>ii. using passive verbs to affect the presentation of information in a sentence</li> <li>iii. using expanded noun phrases to convey complicated information concisely</li> <li>iv. using modal verbs or adverbs to indicate degrees of possibility</li> <li>v. using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>vi. learning the grammar in the relevant appendix</li> </ol> </li> <li>• indicate grammatical and other features by:       <ol style="list-style-type: none"> <li>i. using hyphens to avoid ambiguity</li> <li>ii. using brackets, dashes or commas to indicate parenthesis</li> <li>iii. using semi-colons, colons or dashes to mark boundaries between main clauses</li> <li>iv. using a colon to introduce a list</li> <li>v. punctuating bullet points consistently</li> </ol> </li> <li>• use and understand the grammatical terminology in Year 5/6 VGP appendix accurately and appropriately in discussing their writing and reading.</li> </ul> |
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How will the children be enabled to do this?

'Breadth of Learning'

**a. In speaking and listening children should:**

1. develop and apply speaking and listening skills to suit a variety of audiences and for different purposes
2. tell and listen to stories and explore ideas and opinions in both formal and informal contexts
3. express themselves creatively in improvisation, role play and other drama activities
4. use digital and visual media to support communication both face-to-face and remotely.

**b. In reading children should:**

1. read widely for pleasure
2. develop and apply their reading skills in order to become critical readers
3. engage with an extensive range of texts, including literature from different times and cultures, information and reference texts, literary non-fiction, media texts<sup>6</sup> and online social and collaborative communications
4. work with writers, playwrights and poets in and beyond the classroom.

**c. In writing children should:**

1. learn to write for a variety of purposes, for a range of audiences and in a range of forms
2. develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding
3. explore writing using different media including web pages and multimodal formats in English and in other languages.

**d. By engaging with other languages, including, where appropriate, those used in their communities, children should:**

1. look at the patterns, structures and origins of languages in order to understand how language works
2. listen to and join in with conversation in other languages and communicate about simple, everyday matters
3. understand how learning other languages can help them appreciate and understand other cultures as well as their own.

**See Years 5-6 Spelling Appendix**

**See Year 5 Vocabulary, Grammar and Punctuation Appendix**

**See Year 6 Vocabulary, Grammar and Punctuation Appendix**

## Weald Locality Key Assessment Statements

| Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6   |
|---|--|---|---|---|--|
| <b>SPEAKING AND LISTENING</b>   |  |   |   |   |  |
| <p>Listen &amp; respond appropriately<br/>Ask relevant questions<br/>Maintain attention &amp; participate</p>   | <p>Articulate &amp; justify answers<br/>Initiate &amp; respond to comments<br/>Use spoken language to develop understanding</p>  | <p>Give structured descriptions<br/>Participate actively in conversation<br/>Consider &amp; evaluate different viewpoints</p>   | <p>Articulate &amp; justify opinions<br/>Speak audibly in Standard English<br/>Gain, maintain &amp; monitor interest of listeners</p>   | <p>Use expanded noun phrases<br/>Use modal &amp; passive verbs<br/>Use relative clauses<br/>Use commas for clauses<br/>Use brackets, dashes &amp; commas for parenthesis</p>  | <p>Use questions to build knowledge<br/>Articulate arguments &amp; opinions<br/>Use spoken language to speculate, hypothesise &amp; explore<br/>Use appropriate register &amp; language</p>  |
| <b>READING</b>  |  |   |   |   |  |
| <p>Match graphemes for all phonemes<br/>Read accurately by blending sounds<br/>Read words with very common suffixes<br/>Read contractions &amp; understand purpose<br/>Read phonics books aloud<br/>Link reading to own experiences<br/>Join in with predictable phrases<br/>Discuss significance of title &amp; events<br/>Make simple predictions</p> | <p>Develop phonics until decoding secure<br/>Read common suffixes<br/>Read &amp; re-read phonic-appropriate books<br/>Read common 'exception' words<br/>Discuss &amp; express views about fiction, non-fiction &amp; poetry<br/>Become familiar with &amp; retell stories<br/>Ask &amp; answer questions; make predictions<br/>Begin to make inferences</p>            | <p>Use knowledge to read 'exception' words<br/>Read range of fiction &amp; non-fiction<br/>Use dictionaries to check meaning<br/>Prepare poems &amp; plays to perform<br/>Check own understanding of reading<br/>Draw inferences &amp; make predictions<br/>Retrieve &amp; record information from non-fiction books<br/>Discuss reading with others</p>                        | <p>Secure decoding of unfamiliar words<br/>Read for a range of purposes<br/>Retell some stories orally<br/>Discuss words &amp; phrases that capture the imagination<br/>Identify themes &amp; conventions<br/>Retrieve &amp; record information<br/>Make inferences &amp; justify predictions<br/>Recognise a variety of forms of poetry<br/>Identify &amp; summarise ideas</p> | <p>Apply knowledge of morphology &amp; etymology when reading new words<br/>Reading &amp; discuss a broad range of genres &amp; texts<br/>Identifying &amp; discussing themes<br/>Make recommendations to others<br/>Learn poetry by heart<br/>Draw inference &amp; make predictions<br/>Discuss authors' use of language<br/>Retrieve &amp; present information from non-fiction texts.<br/>Formal presentations &amp; debates</p> | <p>Read a broad range of genres<br/>Recommend books to others<br/>Make comparisons within/across books<br/>Support inferences with evidence<br/>Summarising key points from texts<br/>Identify how language, structure, etc. contribute to meaning<br/>Discuss use of language, inc. figurative<br/>Discuss &amp; explain reading, providing reasoned</p>        |
| <b>WRITING</b>  |  |   |   |   |  |
| <p>Name letters of the alphabet<br/>Spell very common 'exception' words<br/>Spell days of the week<br/>Use very common prefixes &amp; suffixes<br/>Form lower case letters correctly<br/>Form capital letters &amp; digits<br/>Compose sentences orally before writing<br/>Read own writing</p>   | <p>Spell by segmenting into phonemes<br/>Learn to spell common 'exception' words<br/>Spell using common suffixes, etc.<br/>Use appropriate size letters &amp; spaces<br/>Develop positive attitude &amp; stamina for writing<br/>Begin to plan ideas for writing<br/>Record ideas sentence-by-sentence<br/>Make simple additions &amp; changes after proof-reading</p> | <p>Use prefixes &amp; suffixes in spelling<br/>Use dictionary to confirm spellings<br/>Write simple dictated sentences<br/>Use handwriting joins appropriately<br/>Plan to write based on familiar forms<br/>Rehearse sentences orally for writing<br/>Use varied rich vocabulary<br/>Create simple settings &amp; plot<br/>Assess effectiveness of own and others' writing</p> | <p>Correctly spell common homophones<br/>Increase regularity of handwriting<br/>Plan writing based on familiar forms<br/>Organise writing into paragraphs<br/>Use simple organisational devices<br/>Proof-read for spelling &amp; punctuation errors<br/>Evaluate own and others' writing<br/>Read own writing aloud</p>  | <p>Secure spelling, inc. homophones, prefixes, silent letters, etc.<br/>Use a thesaurus<br/>Legible, fluent handwriting<br/>Plan writing to suit audience &amp; purpose<br/>Develop character, setting and atmosphere in narrative<br/>Use organisational &amp; presentational features<br/>Use consistent appropriate tense<br/>Proof-reading<br/>Perform own compositions</p>   | <p>Use knowledge of morphology &amp; etymology in spelling<br/>Develop legible personal handwriting style<br/>Plan writing to suit audience &amp; purpose; use models of writing<br/>Develop character &amp; setting in narrative<br/>Select grammar &amp; vocabulary for effect<br/>Use a wide range of cohesive devices<br/>Ensure grammatical consistency</p> |
| <b>GRAMMAR</b>  |  |   |   |   |  |
| <p>Leave spaces between words<br/>Begin to use basic punctuation: . ? !<br/>Use capital letters for proper nouns.<br/>Use common plural &amp; verb suffixes</p>   | <p>Use . ! ? , and '<br/>Use simple conjunctions<br/>Begin to expand noun phrases<br/>Use some features</p>  | <p>Use range of conjunctions<br/>Use perfect tense<br/>Use range of nouns &amp; pronouns<br/>Use time connectives<br/>Introduce speech punctuation<br/>Know language of clauses</p>   | <p>Use wider range of conjunctions<br/>Use perfect tense appropriately<br/>Select pronouns and nouns for clarity<br/>Use &amp; punctuate direct speech<br/>Use commas after front adverbials</p>  | <p>Use expanded noun phrases<br/>Use modal &amp; passive verbs<br/>Use relative clauses<br/>Use commas for clauses<br/>Use brackets, dashes &amp; commas for parenthesis</p>  | <p>Use appropriate register/ style<br/>Use the passive voice for purpose<br/>Use features to convey &amp; clarify meaning<br/>Use full punctuation<br/>Use language of subject/object</p>  |

**WEALD LOCALITY UKS2 ENGLISH**