

**Weald Locality - English Skills and Knowledge - Lower 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.

		<b>Which skills are the children learning?</b>	<b>What Core Knowledge will the children acquire? Years 3 &amp; 4</b>
LKS2	SPEAKING AND LISTENING	1. to organise and shape what they say, selecting relevant ideas and using appropriate vocabulary to interest their listeners 2. to organise and adjust what they say according to listeners' needs, including the use of spoken standard English when appropriate 3. to identify the main points of what has been said and ask questions to clarify meaning 4. to reflect on their own and others' speech and investigate how it varies 5. to take different roles and make relevant contributions in group discussion and role play 6. to explain their opinions and ideas, modifying them in the light of what they have heard 7. to use dialogue and discussion to build up and refine ideas collaboratively in groups 8. to convey action, themes and emotions through role play and drama	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>

	<p style="text-align: center;">READING</p> <p>9. to focus on the meaning of the text as a whole, identifying features of text and understanding their use</p> <p>10. to use inference and deduction to find meaning beyond the literal</p> <p>11. to make connections between different parts of a text and with other texts they have read</p> <p>12. to skim, scan and use key word searches and other features of texts to locate and select information</p> <p>13. to verify the accuracy and reliability of information, distinguishing between fact and opinion</p> <p>14. to recognise and describe how writers and poets select words and use a variety of language forms and structures to create effects</p> <p>15. to recognise how authors of moving-image and multimodal texts use different combinations of words, images and sounds to create effects and make meaning</p> <p>16. to identify different structural and organisational features and different presentational devices, layouts and combinations of formats and how they affect meaning</p> <p>17. to respond critically to arguments and recognise how they are constructed</p> <p>18. to explore and reflect on characters, ideas and themes in narratives</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>i. listening to and discussing a 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. using dictionaries to check the meaning of words that they have read</li> <li>iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>v. identifying themes and conventions in a wide range of books</li> <li>vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>vii. discussing words and phrases that capture the reader's interest and imagination</li> <li>viii. recognising some different forms of poetry (e.g. free verse, narrative poetry)</li> </ul> </li> <li>• understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>ii. asking questions to improve their understanding of a text</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. identifying main ideas drawn from more than one paragraph and summarising these</li> <li>vi. identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
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19. to create and shape their writing, using different techniques to interest the reader  
 20. to select form, content and vocabulary to suit particular purposes  
 21. to create effects by combining written text with illustration, moving image and sound  
 22. to share ideas and collaborate with others remotely using ICT  
 23. to plan, develop and review their work in order to improve it, understanding how language varies in different formats  
 24. to use features of layout, presentation and organisation in print and on screen  
 25. how paragraphs, bullets, hyperlinks, screen layout and headings are used to organise and link ideas, and to use these in their own work  
 26. to recognise and use different types of sentences, exploring how ideas are linked within and between sentences  
 27. the function of punctuation within sentences and using it to clarify structure and represent emphasis  
 28. to recognise and apply common spelling patterns, conventions and spell checking techniques, using knowledge of word families and the roots and origins of words  
 29. to form and join letters fluently and correctly and type accurately

**Spelling**

- use further prefixes and suffixes and understand how to add them (Year 3/4 Spelling Appendix )
- spell further homophones
- spell words that are often misspelt (Year 3/4 Spelling Appendix )
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Handwriting**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

**Composition**

- plan their writing by:
  - i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - ii. discussing and recording ideas
- draft and write by:
  - i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - ii. organising paragraphs around a theme
  - iii. in narratives, creating settings, characters and plot
  - iv. in non-narrative material, using simple organisational devices such as headings and sub-headings
- evaluate and edit by:
  - i. assessing the effectiveness of their own and others' writing and suggesting improvements
  - ii. proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in Year 3 and Year 4 VGP appendices by:
  - i. extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although
  - ii. using the perfect form of verbs to mark relationships of time and cause
  - iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - iv. using conjunctions, adverbs and prepositions to express time and cause
  - v. using fronted adverbials
  - vi. learning the grammar in Year 3 and 4 relevant appendices
- indicate grammatical and other features by:
  - i. using commas after fronted adverbials
  - ii. indicating possession by using the possessive apostrophe with singular and plural nouns
  - iii. using and punctuating direct speech
- use and understand the grammatical terminology in relevant appendices accurately and appropriately when discussing their writing and reading.

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 3-4 Spelling Appendix**

**See Year 3 Vocabulary, Grammar and Punctuation Appendix**

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

