

section

2

Word level

Spelling

Pupils should revise, consolidate and secure:

1. correct vowel choices, including: vowels with common alternative spellings, e.g. ay, ai, ae; unstressed vowels; the influence of vowels on other letters, e.g. doubling consonants, softening c;
2. pluralisation, including -es endings and words ending in y, f and vowels;
3. word endings, including vowel suffixes such as -ing; consonant suffixes such as -ful; modifying words ending in y or e; making choices between similar endings such as -cian, -sion and -tion;
4. prefixes, including antonym prefixes, e.g. ir-, un-;
5. the spellings of high-frequency words including common homophones;
6. the use of the apostrophe including: omissions; the possessive apostrophe; apostrophising plurals, e.g. ladies' coats, and words ending in s; the exception of possessive pronouns;
7. the spellings of key words in each subject.

Spelling strategies

To continue learning, constructing and checking spellings, pupils should be able to:

8. recognise and record personal errors, corrections, investigations, conventions, exceptions and new vocabulary;
9. sound out words phonemically and by syllables;
10. draw on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns;

Sentence level

Sentence construction and punctuation

Pupils should be taught to:

1. extend their use and control of complex sentences by:
 - a) recognising and using subordinate clauses;
 - b) exploring the functions of subordinate clauses, e.g. relative clauses such as 'which I bought' or adverbial clauses such as 'having finished his lunch';
 - c) deploying subordinate clauses in a variety of positions within the sentence;
2. expand nouns and noun phrases, e.g. by using a prepositional phrase;
3. use punctuation to clarify meaning, particularly at the boundaries between sentences and clauses;
4. keep tense usage consistent, and manage changes of tense so that meaning is clear;
5. use the active or the passive voice to suit purpose;
6. recognise and remedy ambiguity in sentences, e.g. unclear use of pronouns;
7. use speech punctuation accurately to integrate speech into larger sentences.

Paragraphing and cohesion

8. recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. when there is a shift of topic, viewpoint or time;
9. identify the main point in a paragraph, and how the supporting information relates to it, e.g. as illustration;
10. recognise how sentences are organised in a paragraph in which the content is not chronological, e.g. by comparison;
11. vary the structure of sentences within paragraphs to lend pace, variety and emphasis;

<p>11. identify words which pose a particular challenge and learn them by using mnemonics, multi-sensory re-inforcement and memorising critical features;</p> <p>12. use the quartiles of a dictionary and find words beyond the initial letter;</p> <p>13. make effective use of a spellchecker, recognising where it might not be sufficient or appropriate.</p> <p>Vocabulary</p> <p>To continue developing their vocabulary, pupils should be able to:</p> <p>14. define and deploy words with precision, including their exact implication in context;</p> <p>15. use a dictionary and a thesaurus with speed and skill;</p> <p>16. work out the meaning of unknown words using context, etymology, morphology, compound patterns and other qualities such as onomatopoeia;</p> <p>17. understand and have the terminology to describe the role of word classes, e.g. preposition, auxiliary verb;</p> <p>18. understand and use correctly terms of qualification e.g. fully, slightly, similarly, mostly, and comparison, e.g. less, fewer, more, most, ...-er /-est;</p> <p>19. investigate and apply lexical patterns, e.g. adding -ify to an adjective to create a verb;</p> <p>20. expand the range of link words and phrases used to signpost texts, including links of time (then, later, meanwhile) and cause (so, because, since);</p> <p>21. read accurately, and use correctly, vocabulary which relates to key concepts in each subject, distinguishing between everyday uses of words and their subject specific use, e.g. energy, resistance;</p> <p>22. draw links between words in different languages, e.g. Haus - house; femme - feminine.</p>	<p>12. organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately;</p> <p>Stylistic conventions of non-fiction</p> <p>13. revise the stylistic conventions of the main types of non-fiction:</p> <ul style="list-style-type: none"> a) Information, which maintains the use of the present tense and the third person, organises and links information clearly; incorporates examples; b) Recount, which maintains the use of past tense, clear chronology and temporal connectives; c) Explanation, which maintains the use of the present tense and impersonal voice, and links points clearly; d) Instructions, which are helpfully sequenced and signposted, deploy imperative verbs and provide clear guidance; e) Persuasion, which emphasises key points and articulates logical links in the argument; f) Discursive writing, which signposts the organisation of contrasting points and clarifies the viewpoint; <p>14. recognise and use stylistic conventions of the main forms of writing used in subjects, e.g. science report, book review;</p> <p>Standard English and language variation</p> <p>15. vary the formality of language in speech and writing to suit different circumstances;</p> <p>16. investigate differences between spoken and written language structures, e.g. hesitation in speech;</p> <p>17. use standard English consistently in formal situations and in writing;</p> <p>18. identify specific ways sentence structure and punctuation are different in older texts.</p>
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Text level – Reading

Research and study skills

Pupils should be taught to:

1. know how to locate resources for a given task, and find relevant information in them, e.g. skimming, use of index, glossary, key words, hotlinks;
2. use appropriate reading strategies to extract particular information, e.g. highlighting, scanning;
3. compare and contrast the ways information is presented in different forms, e.g. web page, diagrams, prose;
4. make brief, clearly-organised notes of key points for later use;
5. appraise the value and relevance of information found and acknowledge sources;

Reading for meaning

6. adopt active reading approaches to engage with and make sense of texts, e.g. visualising, predicting, empathising and relating to own experience;
7. identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer;
8. infer and deduce meanings using evidence in the text, identifying where and how meanings are implied;
9. distinguish between the views of the writer and those expressed by others in the text, e.g. the narrator, quoted experts, characters;
10. identify how media texts are tailored to suit their audience, and recognise that audience responses vary, e.g. popular websites;
11. recognise how print, sounds and still or moving images combine to create meaning;

Text level – Writing

Plan, draft and present

Pupils should be taught to:

1. plan, draft, edit, revise, proofread and present a text with readers and purpose in mind;
2. collect, select and assemble ideas in a suitable planning format, e.g. flow chart, list, star chart;
3. use writing to explore and develop ideas, e.g. journals, brainstorming techniques and mental mapping activities;
4. review the legibility and neatness of their handwriting and set personal targets to improve presentation, using a range of presentational devices, on paper and on screen;

Write to imagine, explore, entertain

5. structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution;
6. portray character, directly and indirectly, through description, dialogue and action;
7. use a range of narrative devices to involve the reader, e.g. withholding information;
8. experiment with the visual and sound effects of language, including the use of imagery, alliteration, rhythm and rhyme;
9. make links between their reading of fiction, plays and poetry and the choices they make as writers;

Speaking and Listening

Speaking

Pupils should be taught to:

1. use talk as a tool for clarifying ideas, e.g. by articulating problems or asking pertinent questions;
2. recount a story, anecdote or experience, and consider how this differs from written narrative;
3. tailor the structure, vocabulary and delivery of a talk or presentation so that listeners can follow it;
4. give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid;
5. promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument;

Listening

6. listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed;
7. answer questions pertinently, drawing on relevant evidence or reasons;
8. identify the main methods used by presenters to explain, persuade, amuse or argue a case, e.g. emotive vocabulary, verbal humour;
9. recognise the way familiar spoken texts, e.g. directions, explanations, are organised and identify their typical features, e.g. of vocabulary or tone;

Understanding the author's craft

- 12. comment, using appropriate terminology on how writers convey setting, character and mood through word choice and sentence structure;
- 13. identify, using appropriate terminology the way writers of non-fiction match language and organisation to their intentions, e.g. in campaign material;
- 14. recognise how writers' language choices can enhance meaning, e.g. repetition, emotive vocabulary, varied sentence structure or line length, sound effects;
- 15. trace the ways in which a writer structures a text to prepare a reader for the ending, and comment on the effectiveness of the ending;
- 16. distinguish between the attitudes and assumptions of characters and those of the author;

Study of literary texts

- 17. read a range of recent fiction texts independently as the basis for developing critical reflection and personal response, e.g. sharing views, keeping a reading journal;
- 18. give a considered response to a play, as script, on screen or in performance, focusing on interpretation of action, character and event;
- 19. explore how form contributes to meaning in poems from different times and cultures, e.g. storytelling in ballads;
- 20. explore the notion of literary heritage and understand why some texts have been particularly influential or significant.

Write to inform, explain, describe

- 10. organise texts in ways appropriate to their content, e.g. by chronology, priority, comparison, and signpost this clearly to the reader;
- 11. select and present information using detail, example, diagram and illustration as appropriate;
- 12. develop ideas and lines of thinking in continuous text and explain a process logically, highlighting the links between cause and effect;
- 13. give instructions and directions which are specific, easy to follow and clearly sequenced;
- 14. describe an object, person or setting in a way that includes relevant details and is accurate and evocative;

Write to persuade, argue, advise

- 15. express a personal view, adding persuasive emphasis to key points, e.g. by reiteration, exaggeration, repetition, use of rhetorical questions;
- 16. find and use different ways to validate an argument, e.g. statistical evidence, exemplification, testimony;
- 17. write informal advice, anticipating the needs, interests and views of the intended reader, e.g. how to make the most of an opportunity;

Write to analyse, review, comment

- 18. identify criteria for evaluating a particular situation, object or event, present findings fairly and give a personal view;
- 19. write reflectively about a text, taking account of the needs of others who might read it.

Group discussion and interaction

- 10. identify and report the main points emerging from discussion, e.g. to agree a course of action including responsibilities and deadlines;
- 11. adopt a range of roles in discussion, including acting as spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning;
- 12. use exploratory, hypothetical and speculative talk as a way of researching ideas and expanding thinking;
- 13. work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas;
- 14. acknowledge other people's views, justifying or modifying their own views in the light of what others say;

Drama

- 15. develop drama techniques to explore in role a variety of situations and texts or respond to stimuli;
- 16. work collaboratively to devise and present scripted and unscripted pieces, which maintain the attention of an audience;
- 17. extend their spoken repertoire by experimenting with language in different roles and dramatic contexts;
- 18. develop drama techniques and strategies for anticipating, visualising and problem-solving in different learning contexts;
- 19. reflect on and evaluate their own presentations and those of others.