SIS English Scopes and Sequences

SIS PYP Language Scope and Sequence has been developed on the basis of:

- The IB PYP Language Scope and Sequence
- The National Curriculum in England - English programmes of study: key stages 1 and 2

LANGUAGE IN THE PYP

What the PYP believes about learning language	Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice in a PYP classroom. The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language should be taught through the relevant, authentic context of the units of inquiry. The teacher should provide language learning opportunities that support learners' inquiries and the sharing of their learning. Regardless of whether language is being taught within or outside the programme of inquiry, it is believed that purposeful inquiry is the way in which learners learn best. The starting point should always be learners' prior experience and current understanding. Some of the factors that will influence language development include similarities among language groups, exposure to the language, aptitude for the language, maturity, motivation, and both teaching and learning styles. The rate of language development varies from one learner to another, and depends on the significance of the language being learned to the learner. In all language learning situations it is necessary to identify the learner's current developmental phase in order to plan learning experiences that will build on existing capability and understanding so as to support the learner's progression onto the next developmental phase. In the PYP, language learning takes place in authentic contexts and is dynamic, challenging and relevant. Through the transdisciplinary units of inquiry and conceptual learning, students are encouraged to construct linguistic meaning using a range of strategies, make connections across content and make ongoing cultural discoveries. Through a literature-rich environment with numerous experiences in language learning the curriculum builds on students' prior knowledge and understanding.

SIS English Scopes and Sequences

Language in a transdisciplinary programme	Language is involved in all learning that goes on in a school, in both the affective and effective domains. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts. In the "knowledge" area of the PYP, language is the most significant connecting element across the school's curriculum, both within and outside its transdisciplinary programme of inquiry. It is the school's responsibility to provide authentic contexts for language teaching and learning in all areas of the curriculum that are a reflection of, and relevant to, the community of learners, and to the educational theories underpinning the programme. Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice in a PYP classroom. The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language should be taught through the relevant, authentic context of the units of inquiry. The teacher should provide language learning opportunities that support learners' inquiries and the sharing of their learning. When teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

STRANDS OF LANGUAGE IN THE PYP

Oral language - listening and speaking	Natural Language Development: ● Listening and speaking are developmental processes that begin in infancy. ● Most children start school with a strong command of their mother tongue. Transition to School: ● Language development expectations in school often differ from home experiences. ● Acknowledging and building on a child's language profile is crucial during transitions. Oral Language: ● Includes listening (receptive) and speaking (expressive) in a dynamic interaction. ● Essential for language development, learning, and social interaction. ● Balanced programs should offer meaningful opportunities for both listening and speaking. Active Listening: ● Involves conscious attention to make sense of what is heard, beyond just hearing sounds.

	Purposeful Speaking: ● Helps learners articulate thoughts and construct meaning about the world. **Context-Specific Language:** ● Language use varies by audience and purpose (e.g., home, classroom, play, inquiry, instructions, fantasy, generational, and cultural contexts). **Inquiry-Based Learning:** ● Oral language reveals learners' thinking and supports negotiation and construction of meaning. ● Facilitates the expression of "inner speech" for deeper understanding.
Written language - reading	● Reading is a developmental process where meaning is constructed from text. ● The process is interactive, involving the reader's purpose, prior knowledge, experience, and the text. ● Reading begins when young learners realize that print conveys meaning and seek to interpret it. ● Parents and teachers can support early reading by providing engaging picture books and illustrated materials. ● Enthusiasm and curiosity are vital for fostering a desire to read. ● Children of all ages should explore diverse, interesting, and creative reading materials. ● Reading aids in clarifying ideas, feelings, thoughts, and opinions. ● Literature helps in understanding oneself and others, fostering empathy through well-written fiction. ● Reading and comprehending non-fiction is essential for inquiry, allowing learners to identify, synthesize, and apply relevant information. ● Teachers should provide a balance of fiction and non-fiction to cater to varied learning needs and interests. ● Children learn to read by actively reading and need ample time to read for pleasure, interest, and information. ● Exposure to quality texts across genres supports the development of lifelong reading habits. ● Engaging with appealing texts suited to their developmental stage helps learners acquire skills, strategies, and understanding to become competent, motivated, independent readers.
Written language - writing	● Writing is a personal act of self-expression that grows with the individual. ● It begins with young learners' early marks and evolves to mature writers' expressions. ● Writing helps organize and communicate thoughts, ideas, and information visibly and tangibly. ● The primary focus of writing is on communicating meaning and intention. ● Encouraging children to express their unique "voice" makes writing a genuine individual expression.

	- The quality of writing lies in the authenticity of the message and the writer's desire to communicate. - Successful writing occurs when the writer's message is shared in a way others can appreciate. - Writing involves developing and applying structures, strategies, and techniques (e.g., spelling, grammar, plot, and voice) over time. - Effective communication of meaning and intention is more important than accuracy or technical skills. - Accuracy and technical skills improve naturally through meaningful writing practices. - Children learn to write by actively writing and sharing their ideas. - Writing skills develop and refine through the process of producing meaningful written communication.
Visual language - viewing and presenting	- Viewing (receptive) and presenting (expressive) are fundamental, interconnected processes that enable reciprocal growth in understanding. - A balanced program should offer opportunities for both viewing and presenting. - These processes involve interpreting, using, and constructing visuals and multimedia for various purposes and audiences. - Viewing and presenting help students understand how images and language interact to convey ideas, values, and beliefs. - Visual texts include paper, electronic, or live forms of communication, such as advertisements, websites, movies, posters, maps, charts, and comics. - Visual texts are consciously constructed to convey meaning and provide immediate access to data. - Interpreting visual texts and mastering different media are invaluable life skills. - Acquiring skills in information and communication technology (ICT) and visual texts is crucial due to their persuasive societal influence. - Visual images influence meaning, creating powerful associations that shape thought and emotion. - Opportunities to explore the function and construction of images foster critical analysis of visual texts. - Understanding and using various visual texts expand students' sources of information and expressive abilities.

SIS English Scopes and Sequences

NURSERY LEARNING OUTCOMES

Oral language - listening and speaking

PHASE 1:

Conceptual understandings:
- Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others. The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.

Learners will develop an understanding that:
-
-

1. Begin to listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words.
2. Use gestures, actions, body language and/or words to communicate needs and to express ideas
3. Name classmates, teachers and familiar classroom and playground objects.
4. Begin to tell their own stories using simple sentences, gestures, and objects/artifacts.
5. Join in with poems, rhymes, songs, and repeated phrases in shared books.
6. Understand simple questions and respond with actions or words.
7. Follow classroom directions and routines using context cues.
8. Begin to distinguish beginning sounds in words.
9. Realize that people speak different languages.
10. Use the mother tongue to express needs and explain ideas.
11. Interact effectively with peers and adults in familiar social setting.

Written language - reading

SIS English Scopes and Sequences

PHASE 1:

Conceptual understandings:
- Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books.

Learners will develop an understanding that:
-

---

1. Enjoy listening to stories.
2. Begin to choose and read picture books for pleasure.
3. Begin to locate and respond to aspect of interest and self-selected pictures (pointing, examining pictures)
4. Begin to show curiosity and ask questions about pictures or text.
5. Listen attentively and respond to stories read aloud.
6. participate in shared reading,joining in with rhymes,refrains and repeated text as they gain familiarity.
7. Begin to make connections to their own experience when listening to or reading texts.
8. Begin to discriminate between visual representations such as symbols, numbers, ICT, iconography, letters
9. Recognize their own first name.
10. Begin to express an opinion about the meaning of a story.
11. Begin to show empathy for characters.
12. Begin to distinguish between pictures, signs and symbols for example, can point to a picture when asked
13. Begin to handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement,
14. Recognize familiar sounds and symbols.
15. Join in chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instructions.

Written language - writing

PHASE 1:

Conceptual understandings:
- Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.

Learners will develop an understanding that:
-
-

1. Begin to correctly hold writing implements using pincer grasp.
2. Begin to make marks on a paper and explain.
3. Show an awareness of sound symbol relationships and begin to recognize that some familiar sounds can be recorded.
4. Use their own experiences as a stimulus when drawing and writing.
5. Begin to discriminate between letters/characters, numbers and symbols (emphasize lowers case letters in writing).
6. Begin to write their name independently.

Visual language - viewing and presenting

PHASE 1

Conceptual understandings:
● People use static and moving images to communicate ideas and information. The pictures, images, and symbols in our environment have meaning. Viewing and talking about the images others have created helps us to understand and create our own presentations.

Learners will develop an understanding that:
●
●

1. Attend to visual information showing understanding through play, gestures, and facial expressions.
2. Begin to reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise.
3. Begin to observe visual cues that indicate context; show understanding by matching pictures with context.
4. Begin to be aware of familiar signs and labels in school and familiar places.
5. Use body language to communicate and to convey understanding, for example, pointing, gesturing, and facial expressions.
6. Select and incorporate some colors, shapes, symbols and images into visual presentations
7. Begin show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favorite page
8. Begin to listen to terminology associated with visual texts and understand terms such as color, shape, size.

RECEPTION LEARNING OUTCOMES

Oral language - listening and speaking

PHASE 1:

Conceptual understandings:
- Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others. The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.

Learners will develop an understanding that:
-
-

5. Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words.
14. Use gestures, actions, body language and/or words to communicate needs and to express ideas.
15. Tell their own stories using simple sentences, gestures, and objects/artifacts.
16. Use single words and two-word phrases in context
17. Join in with poems, rhymes, songs, and repeated phrases in shared books.
18. Understand simple questions and respond with actions or words.
19. Follow classroom directions and routines using context cues.
20. Describe personal experiences.
21. Begin to distinguish beginning, medial and ending sounds of words with increasing accuracy.
22. Follow two step directions.
23. Predict likely outcomes when listening to texts read aloud.
24. Realize that people speak different languages.
25. Use oral language to communicate during classroom activities, conservations and imaginative play.
26. Use the mother tongue to express needs and explain ideas
27. Realize that word order can change from one language to another
28. Use your own grammar style as part of the process of developing grammatical awareness.
29. Interact effectively with peers and adults in familiar social settings .

Written language - reading

PHASE 1:

Conceptual understandings:

- Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books.

Learners will develop an understanding that:

-

15. Enjoy listening to stories

16. Choose and read picture books for pleasure.

17. Locate and respond to aspect of interest and self-selected pictures (pointing, examining pictures closely commenting)

18. Show curiosity and ask questions about pictures or text

19. Understand that print is permanent.

20. Listen attentively and Respond appropriately to stories read aloud.

21. Initiate in shared reading,joining in with rhymes,refrains and repeated text as they

gain familiarity

22. Make connections to their own experience when listening to or reading texts.

23. Begin to discriminate between visual representations such as symbols, numbers, letters and words

24. Recognize their own first name.

25. Express opinion about the meaning of a story.

26. Show empathy for characters.

27. Distinguish between pictures and written texts, for example, can point to a picture when asked.

28. Indicate printed texts where the teachers should start reading.

29. Handle books, showing an understanding of how a book works, for example, cover,

beginning, directional movement.

30. Begin to understand sound symbol relationships and recognize familiar sounds/symbols/ words of the

language community.

31.Join in chants, poems, songs, word games and clapping games, gaining familiarity.

with the sounds and patterns of the language of instructions.

32.Begin to recognize symbols, labels and some high frequency words.

33.Participate in learning engagements involving reading aloud-taking roles, and

reading dialogue, repeating refrains from familiar stories, reciting poems

Written language - writing

PHASE 1:

Conceptual understandings:

- Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.

Learners will develop an understanding that:

-
-

---

7. Experiment with writing using different writing implements and media.
8. Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party.
9. Differentiate between illustrations and written texts.
10. Use their own experience as a stimulus when drawing and "writing".
11. Show curiosity and ask questions about written language.
12. Participate in shared writing, observing the teacher's writing and making suggestions.
13. Listen and respond to shared books, observing conventions of print.
14. Begin to discriminate between letters, numbers and symbols.
15. Show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded.
16. Begin to recognize digits.
17. Write their own name independently.
18. Begin to correctly grip a pencil for writing.

YEAR 1 LEARNING OUTCOMES

Oral language - listening and speaking

SIS English Scopes and Sequences

Phase 2

Conceptual understandings:
- Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others. The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.

Learners will develop an understanding that:
-
-

1. **1SLm.01** Speak audibly and clearly with familiar people.

2. • **1SLm.02** Provide relevant information, as needed.

3. • **1SLm.03** Use some relevant vocabulary to describe events and feelings.

4. • ***1SLm.04** Show some use of non-verbal communication techniques.

5. • ***1SLm.05** Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.

6. **1SLs.01** Listen and respond appropriately,including following a sequence of simple instructions. • **1SLs.02** Ask simple questions about what is heard or read.

7. • ***1SLg.01** Work with others in a group.

8. • ***1SLg.02** Show understanding of the opinions of others.

9. • **1SLg.03** During a discussion, listen to others without interrupting.

10. • **1SLg.04** Take turns in speaking, expressing own feelings and ideas.

    • **1SLp.01** Re-read sentences aloud with some fluency and expression.

    • **1SLp.02** Recite simple poems, showing awareness of rhythm.

    • **1SLp.03** Pause at full stops when reading aloud.

    1SLp.04 Engage imaginative play, enacting simple characters or situations.

    • **1SLp.05** Make a simple personal statement in a familiar context.

- **1SLr.01** Talk about own activities, including what they enjoyed.

- **1SLr.02** Suggest how someone's non-verbal communication reflects their feelings.

Written language - reading

Phase 2

Conceptual understandings:
- Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books.

Learners will develop an understanding that:
-

1. **1Rw.01** Know the name of each letter in the English alphabet and the most common sound (phoneme) associated with it.
2. • **1Rw.02** Identify the sounds (phonemes) represented by more than one letter (consonant digraphs; vowel digraphs; trigraphs, e.g. *th*, *sh*, *ch*; *ai*, *ee*; *igh*).
3. • **1Rw.03** Blend to identify the sounds represented by adjacent consonants, e.g. *br*, *nd*.
4. • **1Rw.04** Read verbs with endings -*s*, -*ed* and -*ing*.
5. • **1Rw.05** Use phonic knowledge to read decodable words.
6. • **1Rw.06** Use phonic knowledge to sound out some elements of unfamiliar words.
7. • **1Rw.07** Begin to recognise a range of common words on sight, including common exception words.
8. Identify the most common letter(s) (grapheme(s)) associated with each sound in the English language.
9. • **1Rv.01** Begin to show understanding of words and sentences encountered in reading.

   • ***1Rv.03** Identify and record interesting and significant words from texts to inform own writing.

10. • **1Rv.04** Recite the alphabet in order.

SIS English Scopes and Sequences

11. • **1Rv.05** Explore sounds and words in texts, e.g. rhyming words, rhythm.

12. • **1Rg.01** Re-read text showing understanding of capital letters and full stops to indicate sentences, and simple grammatical links between words, e.g. *[The girl] [is playing] with [her ball]*.

13. • **1Rg.02** Explore in texts, and understand, the use of full stops and different uses of capital letters.

14. • **1Rg.03** Identify sentences in texts.

15. • **1Rg.04** Explore in texts sentences that contain *and*.

16. • **1Rg.05** Explore in texts, and understand, the grammar of statements, including the importance of verbs and word order.

17. • **1Rg.06** Explore in texts examples of nouns and verbs.

18. • **1Rg.07** Explore, and understand, the use of articles *the* and *a* or *an* in sentences.

1Rs.01 Talk about the sequence of events or actions in a text, e.g. what happens at the beginning, in the middle and at the end of a story.

• ***1Rs.02** Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.

• **1Rs.03** Explore and recognise parts of a book, including cover, title and contents.

• **1Rs.04** Explore and recognise how texts for different purposes look different, e.g. different uses of pictures.

• ***1Ri.02** Identify the characteristics of simple stories. •

***1Ri.03** Read and explore a range of simple non-fiction text types.

• ***1Ri.04** Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features.

• ***1Ri.05** Explore explicit meanings in simple texts.

• **1Ri.06** Retell a familiar story verbally, including most of the relevant information.

• **1Ri.07** Identify the main characters in a story and talk about what happens to them.

• **1Ri.08** Find information by reading labels, lists and captions. •

*1Ri.09 Explore implicit meanings in simple texts.

• **1Ri.10** Anticipate what happens next in a story.

• **1Ri.11** Make simple inferences based on events in a text.

• **1Ri.12** Respond verbally to simple questions about texts read or heard.

• ***1Ri.13** Answer questions about texts with some explanation of thinking.

• **1Ri.14** Show understanding of rhyme and repetition when joining in with reading familiar simple stories and poems.

• ***1Ra.01** Enjoy reading and hearing a range of simple stories, poems and non-fiction texts.

• **1Ra.02** Join in with some words and phrases when reading familiar simple stories and poems together.

• **1Ra.03** Read aloud simple texts independently.

• **1Ra.04** Talk about texts heard or read, including making links with own experiences and expressing likes and dislikes.

• **1Ra.05** Begin to make choices about books to read or listen to for pleasure.

• **1Ra.06** Begin to identify how contexts and events in stories are the same as or different from real life.

Written language - writing

Phase 2

Conceptual understandings:
- Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.

SIS English Scopes and Sequences

Learners will develop an understanding that:
-
-

1. **1Ww.01** Identify the most common letter(s) (grapheme(s)) associated with each sound in the English language.

2. • **1Ww.02** Identify letters (graphemes) for adjacent consonants (e.g. *br*, *nd*) and consonant digraphs, including *th*, *ch* and *sh*.

3. • **1Ww.03** Relate rhyme to shared spelling patterns, e.g. *rock*, *clock*, *sock*.

4. • **1Ww.04** Explore and use plural nouns with endings -*s* and -*es*, and understand the effect on the meaning of a noun of adding these endings.

5. • **1Ww.05** Choose plausible graphemes that match phonemes to write simple regular words and to attempt other words.

6. • **1Ww.06** Spell familiar words accurately, including common exception words.

7. • ***1Ww.07** Ask for support in spelling unfamiliar words and use spelling logs to support future writing.

8. • ***1Wv.01** Use vocabulary relevant to a familiar topic.

9. • **1Wv.02** Begin to use some formulaic language, e.g. *Once upon a time* …

10. • ***1Wv.03** Use own lists of interesting and significant words to extend the range of vocabulary used in written work.

11. • **1Wg.01** Use a capital letter and full stop to start and end a sentence.

12. • **1Wg.02** In more extended writing, end some sentences with a full stop.

13. • **1Wg.03** Use a capital letter for '*I*', for proper nouns and to start some sentences in more extended writing.

14. • **1Wg.04** Write simple sentences.

15. • **1Wg.05** Use *and* to join words and clauses.

16. • **1Wg.06** Use articles *the* and *a* or *an* appropriately in sentences.

17. • **1Ws.01** Develop a simple sequence of known actions or events, e.g. by ordering sentences and then adding to them.

18. • ***1Ws.02** Use simple organisational features appropriate to the text type, e.g. subheadings,

labelled diagrams.

19. **1Wc.01** Begin to write simple stories and poems, including using the structures of familiar stories and poems.

20. • **1Wc.02** Plan writing by speaking aloud, e.g. saying sentences or describing a sequence of events before writing them.

21. • **1Wc.03** Develop a short written retelling of a familiar story, e.g. by writing sentences to caption pictures.

22. • ***1Wc.04** Begin to write for a purpose using basic language and features appropriate for the text type.

23. • **1Wc.05** Include some relevant information when writing simple non fiction texts in familiar real-life contexts.

24. • **1Wp.01** Develop a comfortable and efficient pencil grip. • **1Wp.02** Form lower-case

and upper-case letters correctly.

25. • **1Wp.03** Join some letters, including to support use of multi-letter graphemes.

26. • **1Wp.04** Record answers to simple questions about texts, e.g. in lists.

27. • ***1Wp.05** Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.

28. • **1Wp.06** Read own writing aloud and talk about it.

Visual language - viewing and presenting

Phase 2

Conceptual understandings:
- People use static and moving images to communicate ideas and information. The pictures, images, and symbols in our environment have meaning. Viewing and talking about the images others have created helps us to understand and create our own presentations.

Learners will develop an understanding that:
-
-

1. • **1Rv.02** Use pictures in texts as cues to support understanding of unfamiliar words.

2. • ***1Ri.01** Read and explore a range of simple stories and poems, including identifying the

contribution of any visual elements

YEAR 2 LEARNING OUTCOMES

Oral language - listening and speaking
Phase 2
Conceptual understandings: ● The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to. **Learners will develop an understanding that:**

2SLm.01 Speak clearly and confidently with familiar people.

• 2SLm.02 Provide relevant information with sufficient detail, as needed.

• 2SLm.03 Use relevant vocabulary to describe events and feelings.

• *2SLm.04 Show some use of non-verbal communication techniques.

• *2SLm.05 Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.

• 2SLs.01 Listen and respond appropriately, including recalling the main points.

• 2SLs.02 Ask questions about what is heard or read to improve understanding.

• *2SLg.01 Work with others in a group.

• *2SLg.02 Show understanding of the opinions of others.

• 2SLg.03 During a discussion, respond in a way that is relevant to the task.

• 2SLg.04 Take turns in speaking, adding relevant information.

• 2SLp.01 Read familiar stories and poems aloud with fluency and expression.

• 2SLp.02 Show awareness of speech marks when reading aloud.

• 2SLp.03 Extend experiences and ideas about characters and situations through role-play.

• 2SLp.04 Deliver a short presentation in a familiar context about a chosen object or event.

• 2SLr.01 Talk about their own activities, including why they made particular choices.

• 2SLr.02 Talk about others' presentations, including what they enjoyed and why.

• 2SLr.03 Identify whether someone's non-verbal communication matches their verbal communication.

Written language - reading

Phase 2

Conceptual understandings:
- The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.

Learners will develop an understanding that:
-
-

• 2Rw.01 Identify common ways in which graphemes can be
pronounced differently, e.g. how and low; hot and cold.
• 2Rw.02 Read words with split digraphs, e.g. made, like.
• 2Rw.03 Read words with common prefixes and suffixes, including
un-, dis-, re-, -er, -est, -ly, -y and -ful.
• 2Rw.04 Read familiar words quickly and accurately, usually without
audible sounding and blending.
• 2Rw.05 Use phonic knowledge to decode unfamiliar words.
• 2Rw.06 Read multi-syllabic and compound words by segmenting
them into syllables.
• *2Rw.07 Extend the range of common words recognised on sight,
including homophones and near-homophones.
• 2Rv.01 Identify possible meanings of unfamiliar words encountered
in reading.
• *2Rv.02 Identify and record interesting and significant words from
texts to inform own writing.
• 2Rv.03 Use the initial letter to organise words in alphabetical order,
and to locate words in simple dictionaries and glossaries.
• 2Rv.04 Explore and comment on sounds and words in texts,
including adjectives.
• 2Rv.05 Explore different ways of beginning sentences in texts,

including using language of time.
• 2Rg.01 Show understanding of punctuation, including speech
marks, and simple grammar when re-reading text.
• 2Rg.02 Explore in texts, and understand, the differences in use of
full stops and question marks.
• 2Rg.03 Explore in texts sentences that contain and, but, because, if,
when.
• 2Rg.04 Explore in texts, and understand, the grammar of
commands/instructions and questions.
• 2Rg.05 Explore in texts examples of nouns and noun phrases,
including use of common adjectives and simple quantifiers (e.g.
some, most, all).
• 2Rg.06 Explore examples of pronouns in texts, including their
purpose and how they agree grammatically with verbs.
2Rs.01 Talk about the sequence of events or ideas in a text.
• *2Rs.02 Explore and recognise the features of text structure in a
range of different fiction and non-fiction texts, including simple
poems.
• 2Rs.03 Explore and recognise organisational features that help the
reader to find information in texts, including subheadings and
labelled diagrams.
• 2Ri.01 Begin to distinguish between fiction and non-fiction texts.
• *2Ri.02 Read and explore a range of simple stories and poems,
including identifying the contribution of any visual elements.
• *2Ri.03 Identify the characteristics of simple stories.
• *2Ri.04 Read and explore a range of simple non-fiction text types.
• *2Ri.05 Begin to show awareness that different non-fiction text types
have different purposes and begin to identify their features.
• *2Ri.06 Explore explicit meanings in simple texts.
• 2Ri.07 Identify and use the main events to retell a story verbally.
• 2Ri.08 Describe story settings and characters.
• 2Ri.09 Find information from simple visual sources, including tables
and labelled diagrams.
• *2Ri.10 Explore implicit meanings in simple texts.
• 2Ri.11 Predict story endings.
• 2Ri.12 Make simple inferences based on what is said or done in a
text.
• 2Ri.13 Answer simple questions from reading a short text.
• 2Ri.14 Locate relevant information in texts, including using a
contents page.
• *2Ri.15 Answer questions about texts with some explanation of
thinking.
• 2Ri.16 Talk about patterns in simple stories and poems, e.g. rhyme,

repetition.

Written language - writing
Phase 2
Conceptual understandings: ● People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language. **Learners will develop an understanding that:**

2Ww.01 Explore and use different spellings of common phonemes, including long vowel phonemes, e.g. day, rain, made, great; apple, travel, metal.
• 2Ww.02 Explore and use spellings of words with split digraphs, e.g. made, like.
• 2Ww.03 Relate rhyme to known spelling patterns, e.g. whale, snail.
• 2Ww.04 Use common irregular plurals, e.g. mice, sheep.
• 2Ww.05 Explore and use verbs with endings -s, -ed and -ing where no change is needed to the root, and understand the effect on the meaning of a verb of adding these endings.
• 2Ww.06 Spell some words with common prefixes and suffixes, including un-, dis-, -er, -est, -ful and -ly.
• 2Ww.07 Explore and use words which sound the same but have different spellings of long vowels (homophones), e.g. tail and tale, stare and stair, blew and blue.
• 2Ww.08 Use knowledge of phonemes and spelling patterns to spell a range of common regular words correctly.
• 2Ww.09 Spell a range of common exception words accurately.
• *2Ww.10 Ask for support in spelling unfamiliar words and use spelling logs to support future writing.
*2Wv.01 Use vocabulary relevant to a familiar topic.
• 2Wv.02 In story writing, use a range of adjectives to describe characters and settings.
• 2Wv.03 Begin to vary sentence openings, including using language of time, e.g. Suddenly ..., That morning ...
• 2Wv.04 Choose and use interesting words and phrases, including to describe people and places.
• *2Wv.05 Use own lists of interesting and significant words to extend the range of vocabulary used in written work.

2Wg.01 Use capital letters, full stops and question marks correctly in simple sentences.
• 2Wg.02 Explore and use commas to separate items in lists.
• 2Wg.03 Begin to include direct speech in writing, using a new line for each speaker.
• 2Wg.04 Write clear statements, commands/instructions and questions.
• 2Wg.05 Write simple sentences, and multi-clause sentences using and, but, or.
• 2Wg.06 Begin to write multi-clause sentences using simple connectives, e.g. because, if, when.
• 2Wg.07 Begin to use suffixes -s, -ing and -ed appropriately for present and past verb forms in sentences.
• 2Wg.08 Use simple quantifiers appropriately for the context, e.g. some, most, all.
• 2Wg.09 Use pronouns in writing, and ensure grammatical agreement of nouns and pronouns with verbs.
• 2Wg.10 Use common adjectives appropriately in sentences, including simple comparative and superlative forms.
2Ws.01 Write a sequence of events or ideas, including stories with a beginning, middle and end.
• 2Ws.02 Group together sentences relating to similar ideas.
• *2Ws.03 Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.
*2Wc.01 Begin to write simple stories and poems, including using the structures of familiar stories and poems.
• 2Wc.02 Plan writing through discussion, e.g. talking about the setting and characters before writing a story.
• 2Wc.03 Include simple descriptions of settings and characters when writing stories.
• *2Wc.04 Begin to write for a purpose using basic language and features appropriate for the text type.
• 2Wc.05 Include additional information to develop some ideas when writing non-fiction texts.

Visual language - viewing and presenting

Phase 2

Conceptual understandings:

● People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to

understand and create our own presentations.

Learners will develop an understanding that:

• *2Ra.01 Enjoy reading and hearing a range of simple stories, poems and non-fiction texts.
• 2Ra.02 Begin to read texts silently as well as aloud.
• 2Ra.03 Discuss texts read or heard, including giving reasons for likes and dislikes.
• 2Ra.04 Make choices about books to read for pleasure.
• 2Ra.05 Recognise that stories may be from different times and places.
2Wp.01 Ensure consistency in formation, size and proportion of letters and the spacing of words.
• 2Wp.02 Know how to join letters and which letters are best left unjoined.
• 2Wp.03 Record key information drawn from a non-fiction text, e.g. listing key topic words.
• *2Wp.04 Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.
• 2Wp.05 Read own writing to others and share ideas for improvements.
• 2Wp.06 Begin to proofread for errors by re-reading own writing aloud (e.g. sentence punctuation, verb forms).

YEAR 3 LEARNING OUTCOMES

Oral language - listening and speaking

Phase 3

Conceptual understandings:
- Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication—it has its own set of rules.

Learners will develop an understanding that:
-

1. **3SLs.01** Listen and respond appropriately, including following a sequence of instructions to carry out an activity.
2. **3SLp.01** Read aloud with expressions appropriate to the meaning and sound of the words.
3. **3SLp.04** Use speech, gesture and movement to create a character in drama.
4. **3SLm.04** Use non-verbal communication techniques for different purposes.
5. **3SLm.01** Speak fluently and confidently in a range of familiar contexts.
6. **3SLg.02** Respond politely to another point of view with a personal point of view.
7. **3SLp.01** Read aloud with expression appropriate to the meaning and sound of the words.
8. **3SLg.04** Take turns in a discussion, acknowledging what others have said.
9. **3Rw.02** Read words with an apostrophe to mark omission of letters, e.g. *can't*, *don't*.
10. **3SLg.03** Extend a discussion by contributing relevant comments.
11. **3SLg.02** Respond politely to another point of view with a personal point of view.*
12. **3SLr.02** Begin to comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.
13. **3SLp.04** Use speech, gesture and movement to create a character in drama.
14. **3SLs.01** Listen and respond appropriately, including following a sequence of instructions to carry out an activity.
15. **3SLs.01** Listen and respond appropriately, including following a sequence of instructions to carry out an activity.
16. **3SLp.01** Read aloud with expressions appropriate to the meaning and sound of the words.
17. **3SLm.01** Speak fluently and confidently in a range of familiar contexts.
18. **3SLp.02** Show awareness of different voices when reading aloud.
19. **3Ri.05** Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts engage the reader.
20. **3SLr.02** Begin to comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.
21. **3Ri.05** Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts engage the reader.
22. **3SLs.02** Ask questions about what is heard or read that demonstrate understanding of the main points.

Written language - reading

SIS English Scopes and Sequences

Phase 3:

Conceptual understandings:
- Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning.

Learners will develop an understanding that:

1. **3SLp.01** Read aloud with expressions appropriate to the meaning and sound of the words.
2. **3Ri.04** Read and explore a range of non-fiction text types.
3. **3Ra.01** Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.*
4. **3SLp.01** Read aloud with expression appropriate to the meaning and sound of the words.
5. **3Rw.02** Read words with an apostrophe to mark omission of letters, e.g. *can't*, *don't*.
6. **3Wp.05** Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.
7. **3Ri.02** Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
8. **3Ri.02** Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
9. **3Wp.05** Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.*
10. **3Ra.02** Read texts silently.
11. **3Ri.09** Follow written instructions to carry out an activity.
12. **3Rw.03** Use effective strategies to read unfamiliar words, including using phonic knowledge, segmenting and contextual information.
13. **3Ri.14** Scan a text to find and use specific information to answer a question.
14. **3Rw.02** Read words with an apostrophe to mark omission of letters, e.g. *can't*, *don't*.

Written language - writing

Conceptual understandings:
- We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.

Learners will develop an understanding that:

1. **3Wg.03** Use speech marks to punctuate direct speech.
2. **3Wc.02** Plan and record main points and ideas before writing.
3. **3Ws.01** Write a logical sequence of events or ideas, e.g. to develop the plot of a story.
4. **3Rv.06** Explore how different sentence openings are used for different purposes, including time, place and manner, e.g. *Later that day, …*; *In the distance, …*; *Slowly and carefully, …*
5. **3Rs.04** Explore and recognise how sentence openings in texts establish links between sentences, e.g. *Later that day, …*
6. **3Wv.04** Use a variety of sentence openings, including using language of time, place and manner, e.g. *Later that day, …*; *In the distance, …*; *Slowly and carefully, …*
7. **3Ws.03** Use sentence openings that establish links between ideas in different sentences, e.g. *Later that day, …*
8. **3Wc.05** Develop writing for a purpose using language and features appropriate for a range of text types.
9. **3Wc.06** Develop writing of a range of text types for a specified audience, using appropriate content and language.
10. **3Ws.02** Begin to organise similar ideas in paragraphs and sections.
11. **3Wp.01** Begin to write legibly and fluently
12. **3Wp.04** Evaluate own and others' writing, suggesting improvements for sense, accuracy and content.
13. **3Ra.03** Share a review of a text, summarising what it is about and expressing opinions about it.
14. **3Wc.02** Plan and record main points and ideas before writing.
15. **3Wc.01** Develop creative writing in a range of different genres of fiction and types of poems.
16. **3Ww.03** Spell words with a range of common prefixes and suffixes, including *re-*, *in-*, *-ment*, *-ness* and *-less*.
17. **3Ww.04** Spell common homophones correctly to match their meaning, including *to*, *two*, *too* and *right*, *write*.
18. **3Wv.05** Choose and use words and phrases (including noun phrases) to strengthen the impact of writing.
19.

Visual language - viewing and presenting

Phase 3

Conceptual understandings:
- Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.

Learners will develop an understanding that:
-
-

1. **3Ra.04** Make choices about books to read for pleasure, including based on blurbs and reviews.
2. **3SLm.05** Show awareness of an audience, e.g. by adapting language and tone to engage them.
3. **3SLg.01** Begin to take an assigned role within a group.
4. **3Rs.02** Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.
5. **3Ri.05** Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts engage the reader.
6. **3Ra.01** Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
7. **3SLp.02** Show awareness of different voices when reading aloud.

8. **3SLr.01** Begin to evaluate own and others' talk, including what went well and what could be improved next time.
9. **3Wp.03** Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).
10. **3Ri.13** Begin to distinguish between fact and opinion in texts.
11. **3Rs.03** Explore and recognise different ways that information is organised in texts, including paragraphs, sections and chapters, and bulleted and numbered lists.
12. **3Ws.04** Use organisational features appropriate to the text type, e.g. bulleted and numbered lists
13. **3Ra.05** Compare different retellings of the same story, including the influence of when and where they were written (e.g. myths and legends).
14. **3Ri.12** Make inferences from texts, including about the feelings, thoughts and motives of story characters.
15. **3Ri.01** Understand the difference between fiction and non-fiction texts and locate books by classification.
16. **3SLp.05** Plan and deliver a presentation independently on a familiar subject in a familiar context.
17. **3SLp.02** Show awareness of different voices when reading aloud.
18.

YEAR 4 LEARNING OUTCOMES

Oral language - listening and speaking

Phase 3

Conceptual understandings:
- Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.
- Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.
- The grammatical structures of a language enable members of a language community to communicate with each other.

Learners will develop an understanding that:
-
-

*4Wv.01 Use specialised vocabulary accurately to match a familiar topic.

4Wv.02 Explore and use alternatives for overused words and phrases.

4Wv.03 Explore shades of meaning in adjectives and adverbs (e.g. tepid, warm, hot), and use them appropriately in own writing.

4Wv.04 Choose and use words (including verbs, e.g. rushed instead of went) to strengthen the impact of writing.

4Wv.05 Use simple figurative language, including alliteration and similes.

4Wv.06 Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

4Rw.01 Use effective strategies to read unfamiliar words accurately and confidently, including using phonic, morphological and grammatical knowledge, segmenting and contextual information.

4Rw.02 Identify stressed and unstressed syllables in multi-syllabic words.

4Rw.03 Extend the range of common words recognised on sight, including homophones and near-homophones.

4SLm.01 Speak with accuracy and sometimes at length in a range of familiar contexts.

4SLm.02 Sequence relevant information to aid the listener's understanding.

4SLm.03 Use vocabulary precisely to make the meaning clear.

4SLm.04 Use non-verbal communication techniques for different purposes.

4SLm.05 Show awareness of an audience, e.g. by adapting language and tone to engage them.

4SLs.01 Listen and respond appropriately, including asking and answering questions to develop ideas.

4SLg.01 Begin to take an assigned role within a group.

4SLg.02 Respond politely to another point of view with a personal point of view.

4SLg.03 Extend a discussion by contributing relevant comments and questions.

4SLg.04 Take turns in a discussion, making links with what others have said.

4SLr.01 Begin to evaluate own and others' talk, including what went well and what could be improved next time. •

4SLr.02 Comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.

Written language - reading

Phase 3:

Conceptual understandings:
- Different types of texts serve different purposes.
- Reading and thinking work together to enable us to make meaning.
- Checking, rereading and correcting our own reading enable us to read new and more complex texts.
- Identifying the main ideas in the text helps us to understand what is important.
- The structure and organization of written language influences and conveys meaning.

Learners will develop an understanding that:
-

-

4Rw.01 Use effective strategies to read unfamiliar words accurately and confidently, including using phonic, morphological and grammatical knowledge, segmenting and contextual information.
4Rw.02 Identify stressed and unstressed syllables in multisyllabic words.
4Rw.03 Extend the range of common words recognised on sight, including homophones and near-homophones.
4Rv.01 Use context to suggest synonyms for unfamiliar words.
4Rv.02 Explore words with common roots and compare their meanings.
4Rv.03 Identify and record interesting and significant words, and synonyms, from texts to inform own writing. •
4Rv.04 Use as many initial letters as necessary to organise words in alphabetical order, and to locate words in dictionaries and glossaries.
4Rv.05 Explore and comment on how a writer's choice of words, including verbs, strengthens the impact on the reader, e.g. rushed instead of went. •
4Rv.06 Explore and comment on how a writer's choice of words, including adjectives and adverbs, enhances the meaning (shades of meaning).

4Rv.07 Identify and recognise meaning of figurative language in texts, including alliteration and similes, e.g. as ... as
4Rv.08 Comment on the impact of figurative language in texts, including alliteration and similes.
4Rg.01 Use knowledge of punctuation and grammar to read unfamiliar texts with understanding.
4Rg.02 Explore in texts, and understand, the use of commas and apostrophes.
4Rg.03 Explore in texts, and understand, the standard layout and punctuation of direct speech.
4Rg.04 Explore in texts the use of different connectives in multi clause sentences.
4Rg.05 Identify connectives in texts. • 4Rg.06 Explore in texts a range of examples of quantifiers, e.g. either, neither, both.
4Rg.07 Explore in texts examples of adverbs and adverbial phrases, including their purposes.
4Rg.08 Identify adverbs in texts.
4Rg.09 Explore and understand how past, present and future verb forms are used in texts.
4Rg.10 Explore in texts, and understand, subject-verb agreement.

Written language - writing

Phase 3

Conceptual understandings:
- We write in different ways for different purposes. It enables us to express ideas and convey meaning.
- Applying a range of strategies helps us to express ourselves and asking questions makes our writing more focused and purposeful.
- The way we structure and organize our writing helps others to understand it.
- Rereading and editing our own writing enables us to express what we want to say clearly.

Learners will develop an understanding that:
-
-

4Wv.01 Use specialised vocabulary accurately to match a familiar topic.

4Wv.02 Explore and use alternatives for overused words and phrases.

4Wv.03 Explore shades of meaning in adjectives and adverbs (e.g. tepid, warm, hot), and use them appropriately in your own writing.

4Wv.04 Choose and use words (including verbs, e.g. rushed instead of went) to strengthen the impact of writing. •

4Wv.05 Use simple figurative language, including alliteration and similes.

4Wv.06 Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

4Wc.01 Develop creative writing in a range of different genres of fiction and types of poems.

4Wc.02 Explore and use different ways of planning to inform writing for particular purposes.

4Wc.03 Write character profiles to inform story writing.

4Wc.04 Develop descriptions of settings and characters to capture the reader's imagination.

4Wc.05 Write alternative beginnings and endings for stories.

4Wc.06 Begin to express a viewpoint in fiction through a character's opinions about a setting or other characters. •

4**Wc.07** Write a simple original playscript.

4Wc.08 Develop writing for a purpose using language and features appropriate for a range of text types.

4Wc.09 Develop writing of a range of text types for a specified audience, using appropriate content and language. •

4Wc.10 Adopt a viewpoint in non-fiction writing that is appropriate for the purpose and audience.

Visual language - viewing and presenting

Phase 3

Conceptual understandings:
- Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message.
- To enhance learning we need to be efficient and constructive users of the internet.

Learners will develop an understanding that:
-
-

4Wp.01 Write legibly, fluently and with increasing speed.

4Wp.02 Make short notes to record information from a text and use them to inform writing.

4Wp.03 Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).

4Wp.04 Evaluate own and others' writing, suggesting improvements for sense, accuracy and content.

4Wp.05 Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

4Ri.01 Understand the difference between fiction and non-fiction texts and locate books by classification.

4Ri.02 Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.

4Ri.03 Identify, discuss and compare different fiction genres and their typical characteristics.

4Ri.04 Read and explore a range of non-fiction text types.

4Ri.05 Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts persuade the reader.

4Ri.06 Explore explicit meanings in a range of texts.

4Ri.07 Identify key words and phrases that establish the main points in a text.

4Ri.08 Explain how settings and characters are developed, identifying key words and phrases from the story. •

4Ri.09 Explore implicit meanings in a range of texts.

4Ri.10 Predict what happens next in a story based on previous events in the story.

4Ri.11 Make inferences from texts, including about story settings and characters.

4Ri.12 Begin to distinguish between fact and opinion in texts.

4Ri.13 Skim to gain an overall sense of a text.

SIS English Scopes and Sequences

Oral language - listening and speaking

Phase 4

Conceptual understandings:
- Spoken language can be used to persuade and influence people.
- Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.
- Listeners identify key ideas in spoken language and synthesize them to create their own understanding.
- People draw on what they already know in order to infer new meaning from what they hear.
- The grammatical structures of a language enable members of a language community to communicate with each other.

Learners will develop an understanding that:
-
-

5SLm.01 Speak precisely either with concision or at length, as appropriate to context.
5SLm.02 Structure relevant information in a way that supports the purpose and aids the listener's understanding. •
5SLm.03 Use language to convey ideas and opinions, with some detail.
5SLm.04 Adapt non-verbal communication techniques for different purposes and contexts.
5SLm.05 Show awareness of different audiences, e.g. by using the appropriate register. Showing understanding •
5SLs.01 Listen, reflect on what is heard and give a reasoned response. Group work and discussion
5SLg.01 Take different assigned roles within groups, and begin to assign roles within a group.
5SLg.02 Show consideration of another point of view.
5SLg.03 Extend a discussion by asking and answering questions to refine ideas.
5SLg.04 Take turns in a discussion, building on what others have said. Performance
5SLp.01 Read aloud with accuracy, and increasing confidence and style.
5SLp.02 Convey ideas about characters in drama through deliberate choice of speech, gesture and movement. •
5SLp.03 Plan and deliver independent and group presentations confidently to a range of audiences, adapting presentations appropriately to the audience.
5SLp.04 Begin to make choices about the most appropriate media for a particular presentation.
5SLr.01 Evaluate own and others' talk, including what went well and what could be improved next time.
5SLr.02 Comment on how and why communication varies in different contexts.

Written language - reading

Phase 4:

Conceptual understandings:
- Reading and thinking work together to enable us to make meaning.
- Checking, rereading and correcting our own reading as we go enables us to read new and more complex texts.
- Synthesizing ideas and information from texts leads to new ideas and understandings.
- Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.

Learners will develop an understanding that:
-
-

5Ri.01 Understand the difference between fiction and non-fiction texts and locate books by classification. •
5Ri.02 Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
5Ri.03 Identify, discuss and compare different fiction genres and their typical characteristics.
5Ri.04 Read and explore a range of non-fiction text types.
5Ri.05 Identify, discuss and compare the purposes and features of different non-fiction text types, including evaluating texts for purpose and clarity, and recognising use of personal and impersonal style.
5Ri.06 Explore explicit meanings in a range of texts.
5Ri.07 Extract main points from a text, and group and link ideas.
5Ri.08 Recognise and compare the dramatic conventions of playscripts and films, including how they contribute to the development of characters and settings.
5Ri.09 Explore implicit meanings in a range of texts.
5Ri.10 Use a range of types of clues in stories (e.g. personality of characters) to predict what might happen next.
5Ri.11 Make inferences from texts, including about the relationships between story characters.

Written language - writing

Phase 4

Conceptual understandings:
- Writing and thinking work together to enable us to express ideas and convey meaning.
- Asking questions of ourselves and others helps to make our writing more focused and purposeful.
- Effective stories have a purpose and structure that help to make the author's intention clear.
- Synthesizing ideas enables us to build on what we know and reflect on different perspectives.
- Through the process of planning, drafting, editing and revising, our writing improves over time.

Learners will develop an understanding that:

-
-

5Wc.01 Develop creative writing in a range of different genres of fiction and types of poems.

5Wc.02 Use effective planning to inform the content and structure of writing, e.g. paragraphs or sections.

5Wc.03 Write new scenes or characters into a story; rewrite events from the viewpoint of another character. • 5Wc.04 Express a viewpoint in fiction through a character's opinions about a setting or other characters.

5Wc.05 Write a playscript, including production notes and stage directions to guide performance.

5Wc.06 Develop writing for a purpose using language and features appropriate for a range of text types.

5Wc.07 Develop writing of a range of text types for a specified audience, using appropriate content and language. • 5Wc.08 When writing non-fiction texts, present and justify a consistent viewpoint.

5Wg.01 Begin to use commas to separate clauses within sentences and clarify meaning in complex sentences. • 5Wg.02 Use apostrophes accurately.

5Wg.03 Punctuate direct speech accurately.

5Wg.04 Understand how to create multi-clause sentences by combining simple sentences and reordering clauses; use simple, compound and complex sentences.

5Wg.05 Use a wide range of modal verbs accurately to express degrees of possibility, e.g. should, would, could. • 5Wg.06 Use pronouns, including possessive pronouns (e.g. theirs, mine), appropriately so it is clear to what or whom they refer.

5Wg.07 Form and use comparative and superlative adjectives and adverbs correctly, e.g. better, best; smaller, smallest; more quickly, most quickly.

5Wg.08 Use a wide range of adverbs and adverbial phrases.

5Ws.01 Begin to develop ideas cohesively across longer pieces of writing.

5Ws.02 Organise ideas in paragraphs and sections to achieve an appropriate effect.

5Ws.03 Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

5Wc.01 Develop creative writing in a range of different genres of fiction and types of poems.

5Wc.02 Use effective planning to inform the content and structure of writing, e.g. paragraphs or sections.

5Wc.03 Write new scenes or characters into a story; rewrite events from the viewpoint of another character. • 5Wc.04 Express a viewpoint in fiction through a character's opinions about a setting or other characters.

5Wc.05 Write a playscript, including production notes and stage directions to guide performance.

5Wc.06 Develop writing for a purpose using language and features appropriate for a range of text types.

5Wc.07 Develop writing of a range of text types for a specified audience, using appropriate content and language. • 5Wc.08 When writing non-fiction texts, present and justify a consistent viewpoint.

Visual language - viewing and presenting

Phase 4

Conceptual understandings:
- The aim of commercial media is to influence and persuade viewers.
- Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.
- To enhance learning we need to be efficient and constructive users of the internet.

Learners will develop an understanding that:
-
-

5Wp.01 Write legibly and fluently for different purposes, including choosing the writing implement that is best suited for a task.

5Wp.02 Explore and use different ways of making notes (e.g. bulleted lists, mind maps) and use them to inform writing.

5Wp.03 Begin to choose appropriate ways to lay out and present texts to suit the purpose and audience (handwritten, printed and onscreen).

5Wp.04 Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect.

5Wp.05 Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

YEAR 6 LEARNING OUTCOMES

Oral language - listening and speaking
Phase 4   **Conceptual understandings:**   • Spoken language can be used to persuade and influence people.   • Metaphorical language creates strong visual images in our imagination.   • Listeners identify key ideas in spoken language and synthesize them to create their own understanding.   • People draw on what they already know in order to infer new meaning from what they hear.   **Learners will develop an understanding that:**   •   •
6SLm.01 Adapt pace and tone of speech appropriately in formal and informal contexts.   **6SLm.02 Structure information to aid the listener's understanding of the main and subsidiary points. ·**   **6SLm.03 Use language to convey ideas and opinions, with increasing clarity and detail.**   **6SLm.04 Adapt non-verbal communication techniques for different purposes and contexts.**   **6SLm.05 Show awareness of different audiences, e.g. by using the appropriate register.**   **6SLs.01 Listen, reflect on what is heard and give a reasoned response with reference to at least one specific point made by the speaker.**   **6SLg.01 Take different assigned roles within groups, and begin to assign roles within a group.**   **6SLg.02 Show consideration of another point of view.**   **6SLg.03 Extend a discussion by building on own and other's ideas.**   **6SLg.04 Encourage others to take turns in a discussion.**   ***6SLp.01 Read aloud with accuracy, and increasing confidence and style.**   **6SLp.02 Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.**   **6SLp.03 Plan and deliver independent and group presentations confidently to a range of audiences, adapting presentations appropriately to the audience.**   **6SLp.04 Begin to make choices about the most appropriate media for a particular presentation.**   ***6SLr.01 Evaluate own and others' talk, including what went well and what could be improved next time. ·**

6SLr.02 Begin to explain variations in communication, including register.

Written language - reading

Phase 4:

Conceptual understandings:
- Authors structure stories around significant themes.
- Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.
- Synthesizing ideas and information from texts leads to new ideas and understanding.
- Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.

Learners will develop an understanding that:
-
-

6Rv.01 Deduce the meanings of unfamiliar phrases from their context, including phrases which are no longer common in modern times.

6Rv.02 Explore word origins and derivations, including the use of words from other languages.

6Rv.03 Identify and record interesting and significant words, and synonyms, from texts to inform own writing. •

6Rv.04 Comment on a writer's choice of language, demonstrating some awareness of the impact on the reader.

6Rv.05 Explore commonly used figurative expressions, e.g. as cool as a cucumber, crying crocodile tears. •

6Rv.06 Begin to explain how figurative language creates imagery in texts and takes understanding beyond the literal.

6Rg.01 Explore in texts, and understand, the uses of colons, semi colons, ellipses, parenthetic commas, dashes and brackets.

6Rg.02 Identify the main clause and other clauses (subordinate clauses) in a complex sentence.

6Rg.03 Begin to show awareness of the impact of a writer's choices of sentence length and structure.

6Rg.04 Explore how different relative pronouns are used in texts to introduce additional detail.

6Rg.05 Identify different word classes in texts and understand their purposes. • 6Rg.06 Explore, and understand, the use of active and passive verb forms.

6Rg.07 Explore differences between written and spoken English by comparing narrative and dialogue.

6Rg.08 Explore and discuss grammatical features in a range of texts, e.g. verb forms, sentence types, use of different word classes

6Rs.01 Explore and describe the progression of ideas in a text, including the handling of time (e.g. to manage flashbacks, or events which are presented out of chronological order).

6Rs.02 Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.

6Rs.03 Explore and recognise how ideas are organised and linked cohesively across a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological order; use of however and on the other hand to introduce a new paragraph in a balanced argument.

*6Ri.01 Understand the difference between fiction and non-fiction texts and locate books by classification. •

6Ri.02 Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.

6Ri.03 Identify, discuss and compare different fiction genres and their typical characteristics. • *6Ri.04 Read and explore a range of non-fiction text types.

6Ri.05 Identify, discuss and compare the purposes and features of different non-fiction text types, including balanced written arguments.

6Ri.06 Explore explicit meanings in a range of texts.

6Ri.07 Summarise explicit meanings drawn from more than one point in a text.

6Ri.08 Explore implicit meanings in a range of texts. • 6Ri.09 Use evidence from more than one point in a story to support predictions about what might happen later in the story.

6Ri.10 Make a range of plausible inferences from texts.

6Ri.11 Comment on how a writer influences the reaction of readers, including how they present characters and settings, and evoke particular moods (e.g. suspense, anger, excitement).

6Ri.12 Distinguish between fact and opinion in a range of texts.

6Ri.13 Locate and use relevant information from one or more points in a text, or from different texts, confidently and efficiently.

*6Ri.14 Support answers to questions with reference to, or quotations from, one or more points in a text. • 6Ri.15 Recognise explicit and implicit ways in which the theme of a text is conveyed.

6Ri.16 Comment on how different viewpoints are expressed in fiction and non-fiction texts.

6Ri.17 Distinguish between texts with a writer's voice and texts with a narrator's voice.

6Ra.01 Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts. • 6Ra.02 Express personal responses to texts, including preferences in terms of language, style and themes. • 6Ra.03 Begin to choose a more diverse range of books to read, including writers or genres which compare or contrast with previous reading.

6Ra.04 Comment on how readers might react differently to the same text, depending on where or when they are reading it.

Written language - writing

Phase 4

Conceptual understandings:
- Stories that people want to read are built around themes to which they can make connections.
- Effective stories have purpose and structure that help to make the author's intention clear.
- Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.
- Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.

Learners will develop an understanding that:
-
-

6Ww.01 Explore and use different ways of representing consonants, e.g. -ck, -k, -ke, -que or -ch for /k/; -ch or -tch for /tʃ/; j-, g- or -dge for /dʒ/.

6Ww.02 Explore and spell words with different suffixes but similar pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence.

6Ww.03 Further develop understanding of how to add prefixes and suffixes to root words, and when the root word changes.

6Ww.04 Spell familiar homophones and commonly confused words correctly, e.g. aloud, allowed; past, passed; advice, advise; desert, dessert.

6Ww.05 Explore a range of spelling rules and exceptions. • 6Ww.06 Use effective strategies to spell a wide range of words correctly.

6Ww.07 Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.

*6Wv.01 Use specialised vocabulary accurately to match a familiar topic.

6Wv.02 Explore and use words and phrases to convey shades of meaning appropriate to the context. • 6Wv.03 Transform meaning with prefixes and suffixes.

6Wv.04 Choose and use vocabulary carefully to develop imaginative detail.

6Wv.05 Begin to use figurative language to evoke an imaginative response from the reader.

6Wv.06 Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

6Wg.01 Use commas, dashes and brackets parenthetically.

6Wg.02 Punctuate direct and reported speech accurately.

6Wg.03 Use punctuation effectively to clarify meaning in complex sentences.

6Wg.04 Use a variety of simple, compound and complex sentences chosen for effect.

6Wg.05 Use active and passive verb forms within sentences.

6Wg.06 Ensure grammatical agreement of quantifiers with countable and uncountable nouns, e.g. less and fewer.

6Wg.07 Use relative pronouns to introduce additional detail.

6Wg.08 Use the conventions of standard English appropriately in writing, including for different types of texts, e.g. verb forms, sentence structure, use of different word classes.

6Ws.01 Manage the development of an idea across an extended piece of writing, e.g. by linking the end to the beginning.

6Ws.02 Use paragraphs, sections and chapters to organise ideas and support overall cohesion of a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological sequence.

6Ws.03 Use a range of connectives to link paragraphs and sections clearly and cohesively, e.g. use of however and on the other hand to introduce counter-arguments in a balanced argument.

6Ws.04 Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

6Wc.01 Develop creative writing in a range of different genres of fiction and types of poems.

6Wc.02 Use effective planning to inform the content and structure of extended writing, e.g. chapters.

6Wc.03 When writing stories, develop descriptions of settings, characters and action that engage and entertain the reader.

6Wc.04 Include different viewpoints in fiction, e.g. when writing stories with flashbacks.

6Wc.05 Write a playscript using production notes, language and stage directions, to develop characters and settings.

6Wc.06 Develop writing for a purpose using language and features appropriate for a range of text types. •
6Wc.07 Develop writing of a range of text types for a specified audience, using appropriate content and language.

6Wc.08 Write balanced arguments, developing points logically and convincingly.

Visual language - viewing and presenting

Phase 4

Conceptual understandings:
- The aim of commercial media is to influence and persuade viewers.
- Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.
- Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.
- Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.
- To enhance learning we need to be efficient and constructive users of the internet.

Learners will develop an understanding that:
-
-

6Wp.01 Develop a personal handwriting style to write legibly, fluently and with appropriate speed.

6Wp.02 Begin to decide when it is helpful to take notes and how to record them.

6Wp.03 Begin to choose appropriate ways to lay out and present texts to suit the purpose and audience (handwritten, printed and onscreen).

6Wp.04 Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect.

6Wp.05 Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.