

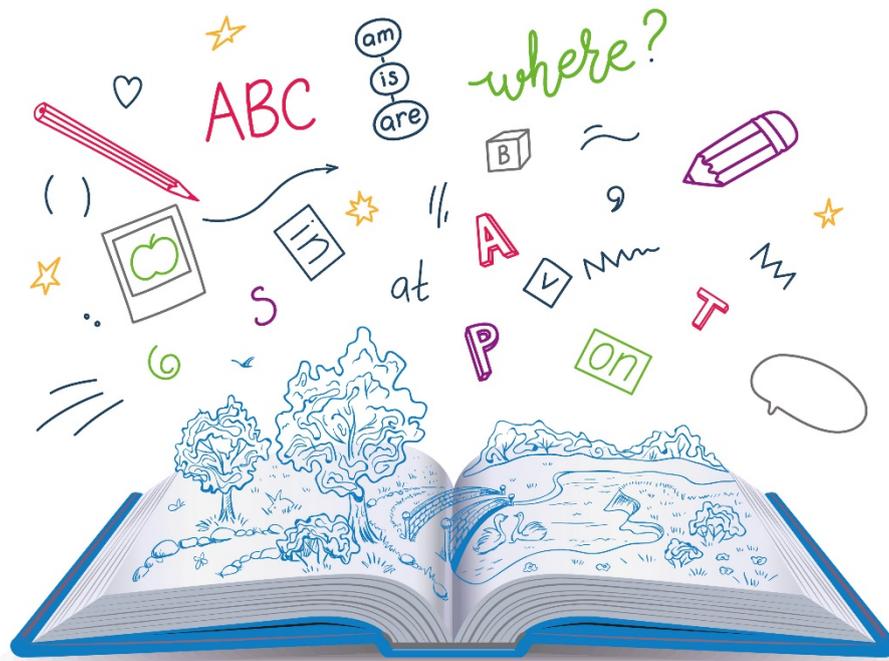


# Curriculum Framework

## Cambridge Primary

### English 0058

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Cambridge Primary Progression Tests will be available from 2022.  
Cambridge Primary Checkpoint tests will be available from 2023.



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# 1 Why choose this Curriculum Framework?

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## Key benefits

Cambridge Primary English empowers learners in their application of English, and encourages life-long enthusiasm for reading, writing and spoken communication. It develops communication skills in English that learners can apply in everyday situations and in study. It also equips learners with transferrable language skills for interrogating and producing spoken and written texts, and working collaboratively. Together the reading, writing, speaking and listening skills acquired through Cambridge Primary English support learners' overall intellectual, creative and social development.

The structure of the *Cambridge Primary English Curriculum Framework* is designed to support effective teaching of English within and across the primary stages. For example, we have made the links between reading and writing skills explicit in the learning objectives within each stage, and there is clear progression of reading, writing, speaking and listening skills across the stages.

Cambridge Primary English develops confident and inquisitive readers who enjoy reading for pleasure, and are able to access information from texts and make decisions about its reliability. Reading and discussing a wide range of texts with diverse themes, and from different contexts, supports learners' independent reading choices and their cultural, social and emotional development.

Learners develop speaking and writing skills that enable them to share their understanding, ideas and feelings clearly and accurately in English. By analysing, evaluating and discussing spoken and written texts, learners gain competence in adapting their communication creatively and effectively for different audiences and purposes.

Learners' speaking and listening skills develop beyond simply sharing and gaining information. They also learn how to listen and respond to others effectively in order to achieve shared understanding or goals, and to express themselves creatively through drama.

The Cambridge Primary Programme includes the English as a Second Language curriculum as well as this English curriculum. You should choose the most appropriate curriculum to reflect the context of your learners. The differences between the English and English as a Second Language curricula are outlined on the next page:

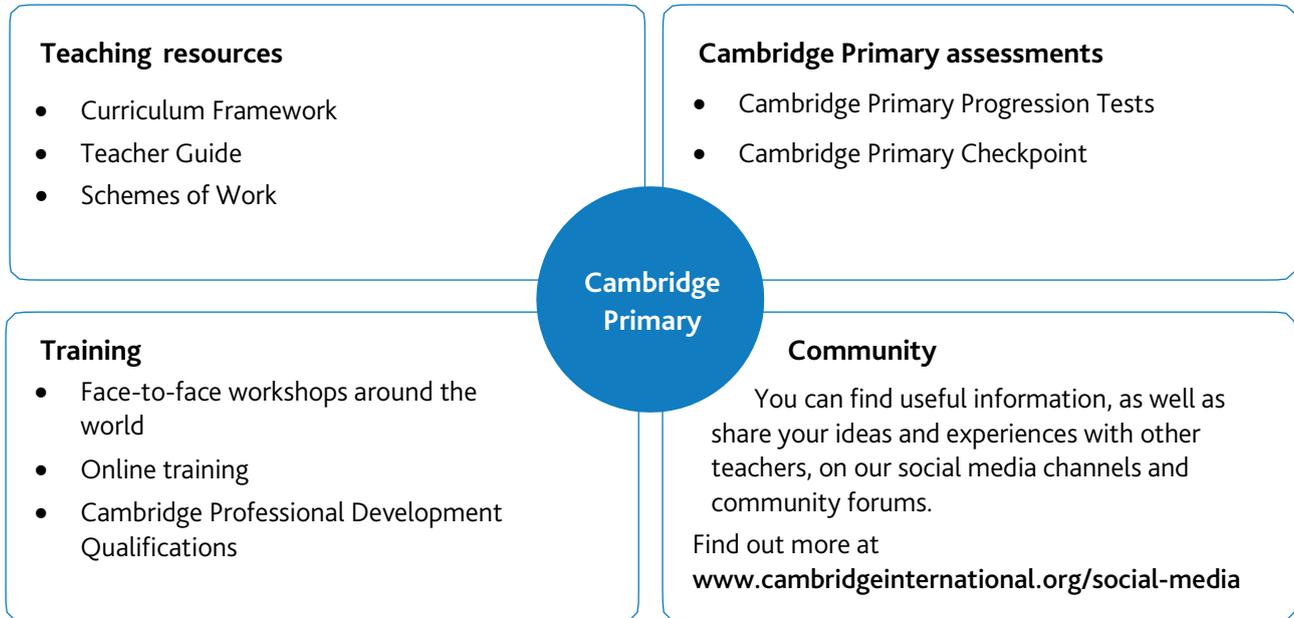
## English or English as a Second Language?

English	English as a Second Language
What prior experience of English do learners need?	
<p>Cambridge Primary English is designed for learners who speak English as a first language: those who either speak English at home or have other significant experience of communicating in English (e.g. at an English-speaking kindergarten).</p> <p>It is expected that when learners start Stage 1 of Cambridge Primary English, they will already have:</p> <ul style="list-style-type: none"> <li>• well-developed English speaking and listening skills</li> <li>• some experience of reading and writing in English.</li> </ul>	<p>Cambridge Primary English as a Second Language is designed for learners who speak a language other than English at home.</p> <p>There is no expectation that learners will have prior experience of English before starting Stage 1 of Cambridge Primary English as a Second Language.</p>
What knowledge, skills and understanding does the subject develop?	
<p>Cambridge Primary English develops:</p> <ul style="list-style-type: none"> <li>• skilled communicators for a range of different purposes and audiences</li> <li>• competent readers who appreciate a wide range of different texts, including those from different periods and cultures</li> <li>• skills in evaluating and analysing written and spoken language</li> <li>• a solid foundation for the further study of English (as a first language).</li> </ul>	<p>Cambridge Primary English as a Second Language develops:</p> <ul style="list-style-type: none"> <li>• effective use of English for the purposes of practical communication</li> <li>• confidence in reading a range of texts</li> <li>• an awareness of the nature of language and language-learning skills</li> <li>• a solid foundation for the further study of English as a Second Language, and for study through the medium of English.</li> </ul> <p>Learning objectives are informed by the Common European Framework of Reference for Languages (CEFR).</p>
How is the curriculum content organised?	
<p>Learning objectives are organised into three strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul> <p>Grammar is embedded within the Reading and Writing strands.</p>	<p>Learning objectives are organised into five strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> <li>• Use of English</li> </ul>
What is assessed in the Cambridge Primary Checkpoint and Progression Tests?	
<ul style="list-style-type: none"> <li>• Paper 1 Reading and Writing (non-fiction)</li> <li>• Paper 2 Reading and Writing (fiction)</li> </ul> <p>Grammar is assessed within both papers.</p>	<ul style="list-style-type: none"> <li>• Paper 1 Reading and Usage</li> <li>• Paper 2 Writing</li> <li>• Paper 3 Listening</li> </ul>

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, innovative training and professional development so that you can give your learners the best possible experience of Cambridge Primary English.

You will find most of these resources on the Cambridge Primary support site (<https://primary.cambridgeinternational.org>). Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for this support site.



## Progression through the Cambridge Pathway

We have designed Cambridge Primary English to support learners to develop the skills required for success in their primary education and to progress to the next stage of the Cambridge Pathway. The *Curriculum Framework* is typically for learners aged 5 to 11, but it may be appropriate to use it for slightly different ages to suit your context.

You can download more information on progression from the Cambridge Primary support site.

## Teaching time

For guidance, this *Curriculum Framework* is based on learners having 4 to 5 hours of English per week (or about 120 to 150 hours per stage). Your actual number of teaching hours may vary according to your context.

## Assessment

We provide assessments designed to complement this *Curriculum Framework* for Stages 3 to 6. You can find more information on assessing Cambridge Primary English on the Cambridge Primary support site.

## 2 Curriculum overview

### Aims

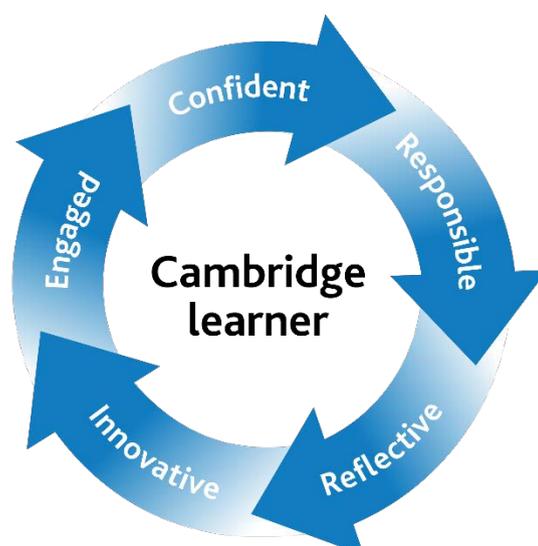
Following the Cambridge Primary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Primary English, learners:

- become confident communicators, able to apply their reading, writing, speaking and listening skills effectively in everyday situations and in studying a range of subjects
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes
- develop speaking and listening skills for effective presentation and collaboration, sharing and responding to ideas to achieve a shared understanding or goal
- develop a broad vocabulary and an understanding of how to apply grammar and linguistic conventions appropriately
- develop skills to evaluate spoken and written texts, making decisions about how convincingly they represent different values and opinions.

The Cambridge approach encourages learners to be:



Cambridge Primary English supports learners to become:

**Responsible** – Learners take responsibility for their learning, including by choosing texts to read for pleasure. They explore texts to further their knowledge and understanding of different topics, styles and opinions, and to inform their own writing. Learners discuss ideas collaboratively and take joint responsibility for completing group tasks.

**Innovative** – Learners apply their reading skills flexibly to a range of texts, extracting and evaluating information. They write and speak clearly and creatively, making decisions about how to present their ideas, including appropriate use of technology. In discussions, learners share and build on new ideas, adapting flexibly to new ways of thinking.

**Confident** – Learners develop the reading, writing, speaking and listening skills needed to become confident communicators. They analyse and evaluate spoken and written texts, communicating their own ideas and opinions, and responding respectfully to the opinions of others. They experiment with their writing and speaking, building confidence in taking risks and learning from experience.

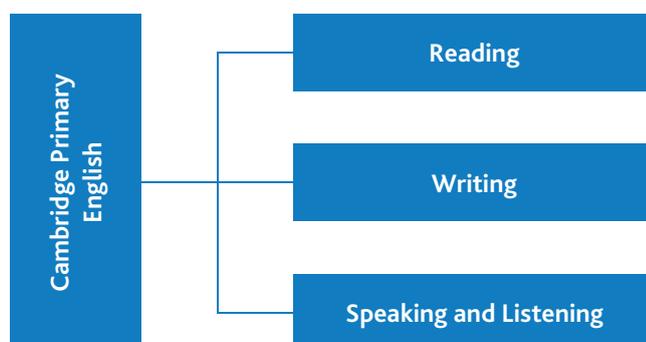
**Engaged** – Learners are engaged readers, writers, listeners and speakers, able to understand and communicate with English speakers around the world. They are curious about texts with different purposes and contexts, both from their own and other cultures. They are keen to share their ideas and opinions with others, including through sharing text recommendations.

**Reflective** – Learners reflect on and evaluate their own and others' speaking and writing, identifying areas for improvement and ideas to apply in the future. They develop the speaking skills required to give feedback, and to discuss and refine evaluations. They reflect on what they have read or heard, making connections with their own experiences and judgements about the reliability of sources.

## Overview of the strands

This *Curriculum Framework* provides a comprehensive set of learning objectives for Cambridge Primary English. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into three main areas called 'strands' which run through every stage. The strand titles reflect the four language skills:



Each strand is divided into 'sub-strands'.

The names for the sub-strands for the Reading and Writing strands are similar. This is to help you to identify links between reading and writing skills, and reflect them in your teaching:

Reading	Writing
<p><b>Word structure (phonics)</b> (Stages 1 to 4 only) Learners develop the decoding skills that form the foundation of reading for all stages.</p>	<p><b>Word structure (spelling)</b> Learners develop understanding of spelling strategies, patterns and rules, and apply them in their writing.</p>
<p><b>Vocabulary and language</b> Learners explore meaning and use of language in texts, broadening their vocabulary and developing appreciation of how writers choose language for effect.</p>	<p><b>Vocabulary and language</b> Learners develop skills in using appropriate and creative vocabulary, and in making language choices for effect.</p>
<p><b>Grammar and punctuation</b> Learners explore the use, purpose and effect of Standard English grammar and punctuation in texts.</p>	<p><b>Grammar and punctuation</b> Learners develop accurate use of grammar and punctuation in Standard English; they use grammar and punctuation to shape their writing for purpose and effect.</p>
<p><b>Structure of texts</b> Learners explore how ideas are organised, sequenced and connected in texts for clarity, cohesion and impact.</p>	<p><b>Structure of texts</b> Learners develop skills in organising, sequencing and connecting ideas in their writing for clarity, cohesion and impact.</p>
<p><b>Interpretation of texts</b> Learners explore how the features of texts relate to their purpose and audience; they develop skills in identifying, communicating and justifying explicit and implicit meanings in texts.</p>	<p><b>Creation of texts</b> Learners develop skills in planning and writing texts for different purposes and audiences.</p>
<p><b>Appreciation and reflection</b> Learners read for pleasure, broadening their experience of texts; they compare, reflect on and evaluate texts.</p>	<p><b>Presentation and reflection</b> Learners develop skills in choosing and using appropriate ways to present different texts; they reflect on and evaluate their own and others' writing.</p>

The sub-strands for the Speaking and Listening strand are as follows:

<b>Speaking and Listening</b>
<b>Making yourself understood</b>
Learners develop oral skills in presenting information clearly; they organise and adapt their talk for different purposes and audiences.
<b>Showing understanding</b>
Learners develop skills in listening and responding to others.
<b>Group work and discussion</b>
Learners develop skills in collaborating and communicating within a group.
<b>Performance</b>
Learners develop confidence and proficiency in reading aloud, performing drama and giving presentations to an audience.
<b>Reflection and evaluation</b>
Learners develop skills in talking about talk, and in evaluating their own and others' performances.

## Overview of teaching approaches

Cambridge Primary English is designed to be taught using a broad range of activities that promote experience, reflection and improvement. Wherever possible, reading, writing, and speaking and listening should be taught in an integrated way, rather than focusing each lesson on a single skill. Lessons should include regular opportunities for learners to explore and analyse, be creative and collaborate.

Grammar and punctuation should be taught in context to provide learners with an authentic and meaningful learning experience. For example, by exploring texts to infer a grammatical concept or to investigate how a grammatical concept is applied by writers.

It is expected that learners will have some experience of responding to and applying vocabulary, language and grammatical structures in everyday listening and speaking before they are taught formally through reading and writing. After teaching and learning activities involving reading and writing, learners should also apply these concepts confidently and accurately when speaking and listening.

You can find more information and ideas for teaching and learning activities in the *Cambridge Primary English Teacher Guide* and *Schemes of Work* available on the Primary support site (<https://primary.cambridgeinternational.org>).

The *Teacher Guide* will support you to plan and deliver lessons using effective teaching and learning approaches.

The *Scheme of Work* for each stage of Cambridge Primary English contains:

- suggested units showing how the learning objectives in the *Curriculum Framework* can be grouped and ordered
- at least one suggested teaching activity for each learning objective
- a list of subject-specific language that will be useful for your learners
- sample lesson plans.

You do not need to use the ideas in the *Schemes of Work* to teach Cambridge Primary English. They are designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. These activities are not designed to fill all of the teaching time for this stage. You should use other activities with a similar level of difficulty, for example, those from endorsed resources.

We work with a range of publishers to provide high-quality endorsed resources to support our *Curriculum Frameworks*. In order to provide choice for Cambridge International Schools, we encourage publishers to develop resources with varying approaches. There is no requirement for endorsed textbooks to follow the teaching order suggested in the Cambridge Primary *Schemes of Work*. If a resource is endorsed, you can be confident that all the learning objectives are covered.

Phonics is a fundamental area of learning in Stages 1 to 4. The learning objectives in this *Cambridge Primary English Curriculum Framework* provide a broad indication of the phonics skills expected at each of these stages. You will need to identify and use a systematic phonics scheme to teach these learning objectives.

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## 3 Learning objectives by stage

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### Overview of learning objectives

There are learning objectives for each of Stages 1 to 6. There is also guidance on the prior experience of English that learners should have before starting Stage 1.

Most of the learning objectives in each stage are unique to that stage. However, some learning objectives require longer to develop fully across a range of contexts. These learning objectives are included in more than one stage.

To enable effective progression in your teaching, you need to be familiar with the progression of skills across stages. This will help you to build on prior learning in every stage. The progression of learning objectives across Stages 1 to 6 is available on the Primary support site (<https://primary.cambridgeinternational.org>).

Each stage includes some recommended fiction genres, poetry, playscripts and non-fiction text types. These lists are for guidance only and learners should experience a broad range of texts in every stage.

To support effective development of all skills (reading, writing, speaking and listening), you should try to plan lessons that include learning objectives from more than one strand. The Reading and Writing learning objectives in each sub-strand are arranged next to one another to help you to identify links between them.

### Learning objective codes

Each learning objective has a unique code, e.g. **5Rw.01**. These codes appear in the *Schemes of Work, Teacher Guide* and other Cambridge Primary resources. Each learning objective code includes:

- the stage number, e.g. **5Rw.01**
- a reporting code that appears in the feedback reports for tests and reflects the sub-strand titles, e.g. **5Rw.01**
- a number reflecting the order of the learning objectives in the sub-strand for the stage, e.g. **5Rw.01**.

Where the same learning objective appears in more than one stage an asterisk is added to the code, for example, \*5Rw.01.

You can see the stages in which these recurring learning objectives occur in the progression information on the Cambridge Primary support site <https://primary.cambridgeinternational.org>

## Prior experience for Stage 1

The following prior experience is expected of all learners before starting Stage 1:

### Reading

- Developing awareness of sound structures in spoken words, e.g.
  - clapping syllables
  - recognising rhyming words.
- Developing early reading skills, including:
  - distinguishing text from pictures
  - understanding that text carries meaning
  - understanding that English is read from left to right, and from top to bottom
  - understanding that one spoken word corresponds with one written word
  - recognising own name
  - recognising some simple words in familiar texts.
- Recognising many letters of the English alphabet, and the most common sounds (phonemes) associated with them.
- Beginning to use knowledge of sounds (phonemes) to read single-syllable words with short vowels, including:
  - simple rhyming strings (e.g. pat, cat, sat, fat, hat).

### Writing

- Developing early writing skills, including:
  - forming some letters, e.g. using a finger in the air/sand, a paint brush, a crayon, a pencil
  - writing own name
  - beginning to write some simple words.

### Speaking and listening

- Making themselves understood in everyday situations, including:
  - talking about self and everyday events (including present, past and future events)
  - talking about own and others' feelings
  - asking simple questions
  - using a range of simple vocabulary.
- Listening and responding appropriately in everyday situations, including:
  - answering simple questions
  - following simple verbal instructions
  - listening and responding to simple stories and rhymes.

If your learners have attended kindergarten, they may have achieved some of the Stage 1 learning objectives before starting Stage 1. In this case, you should adapt your Stage 1 teaching appropriately.

## Stage 1

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly recommended for Stage 1:

### Fiction:

Genres: *Simple stories including those with repetition and rhyme – traditional tales; stories with familiar settings; stories with fantasy settings*

Poetry: *traditional rhymes; simple rhyming poems; poems on similar themes*

(Plays are recommended from Stage 3.)

### Non-fiction:

Recounts: *recounts of personal experiences*

Instructions: *including those with information presented in lists and labels, e.g. recipes, posters, signs*

Information texts: *including those with contents pages, headings and captioned images*

## Reading

### Word structure (phonics)

- **1Rw.01** Know the name of each letter in the English alphabet and the most common sound (phoneme) associated with it.
- **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*).
- **1Rw.03** Blend to identify the sounds represented by adjacent consonants, e.g. *br, nd*.
- **1Rw.04** Read verbs with endings *-s, -ed* and *-ing*.
- **1Rw.05** Use phonic knowledge to read decodable words.
- **1Rw.06** Use phonic knowledge to sound out some elements of unfamiliar words.
- **1Rw.07** Begin to recognise a range of common words on sight, including common exception words.

## Writing

### Word structure (spelling)

- **1Ww.01** Identify the most common letter(s) (grapheme(s)) associated with each sound in the English language.
- **1Ww.02** Identify letters (graphemes) for adjacent consonants (e.g. *br, nd*) and consonant digraphs, including *th, ch* and *sh*.
- **1Ww.03** Relate rhyme to shared spelling patterns, e.g. *rock, clock, sock*.
- **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.
- **1Ww.05** Choose plausible graphemes that match phonemes to write simple regular words and to attempt other words.
- **1Ww.06** Spell familiar words accurately, including common exception words.
- **\*1Ww.07** Ask for support in spelling unfamiliar words and use spelling logs to support future writing.

## Reading

### Vocabulary and language

- **1Rv.01** Begin to show understanding of words and sentences encountered in reading.
- **1Rv.02** Use pictures in texts as cues to support understanding of unfamiliar words.
- **\*1Rv.03** Identify and record interesting and significant words from texts to inform own writing.
- **1Rv.04** Recite the alphabet in order.
- **1Rv.05** Explore sounds and words in texts, e.g. rhyming words, rhythm.

### Grammar and punctuation

- **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].*
- **1Rg.02** Explore in texts, and understand, the use of full stops and different uses of capital letters.
- **1Rg.03** Identify sentences in texts.
- **1Rg.04** Explore in texts sentences that contain *and*.
- **1Rg.05** Explore in texts, and understand, the grammar of statements, including the importance of verbs and word order.
- **1Rg.06** Explore in texts examples of nouns and verbs.
- **1Rg.07** Explore, and understand, the use of articles *the* and *a* or *an* in sentences.

### Structure of texts

- **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.

## Writing

### Vocabulary and language

- **\*1Wv.01** Use vocabulary relevant to a familiar topic.
- **1Wv.02** Begin to use some formulaic language, e.g. *Once upon a time ...*
- **\*1Wv.03** Use own lists of interesting and significant words to extend the range of vocabulary used in written work.

### Grammar and punctuation

- **1Wg.01** Use a capital letter and full stop to start and end a sentence.
- **1Wg.02** In more extended writing, end some sentences with a full stop.
- **1Wg.03** Use a capital letter for 'I', for proper nouns and to start some sentences in more extended writing.
- **1Wg.04** Write simple sentences.
- **1Wg.05** Use *and* to join words and clauses.
- **1Wg.06** Use articles *the* and *a* or *an* appropriately in sentences.

### Structure of texts

- **1Ws.01** Develop a simple sequence of known actions or events, e.g. by ordering sentences and then adding to them.
- **\*1Ws.02** Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.

## Reading

### Interpretation of texts

- **\*1Ri.01** Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements.
- **\*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.

### Appreciation and reflection

- **\*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.

## Writing

### Creation of texts

- **\*1Wc.01** Begin to write simple stories and poems, including using the structures of familiar stories and poems.
- **1Wc.02** Plan writing by speaking aloud, e.g. saying sentences or describing a sequence of events before writing them.
- **1Wc.03** Develop a short written retelling of a familiar story, e.g. by writing sentences to caption pictures.
- **\*1Wc.04** Begin to write for a purpose using basic language and features appropriate for the text type.
- **1Wc.05** Include some relevant information when writing simple non-fiction texts in familiar real-life contexts.

### Presentation and reflection

- **1Wp.01** Develop a comfortable and efficient pencil grip.
- **1Wp.02** Form lower-case and upper-case letters correctly.
- **1Wp.03** Join some letters, including to support use of multi-letter graphemes.
- **1Wp.04** Record answers to simple questions about texts, e.g. in lists.
- **\*1Wp.05** Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.
- **1Wp.06** Read own writing aloud and talk about it.

## Speaking and Listening

### Making yourself understood

- **1SLm.01** Speak audibly and clearly with familiar people.
- **1SLm.02** Provide relevant information, as needed.
- **1SLm.03** Use some relevant vocabulary to describe events and feelings.
- **\*1SLm.04** Show some use of non-verbal communication techniques.
- **\*1SLm.05** Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.

### Showing understanding

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

### Group work and discussion

- **\*1SLg.01** Work with others in a group.
- **\*1SLg.02** Show understanding of the opinions of others.
- **1SLg.03** During a discussion, listen to others without interrupting.
- **1SLg.04** Take turns in speaking, expressing own feelings and ideas.

### Performance

- **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 in imaginative play, enacting simple characters or situations.
- **1SLp.05** Make a simple personal statement in a familiar context.

### Reflection and evaluation

- **1SLr.01** Talk about own activities, including what they enjoyed.
- **1SLr.02** Suggest how someone's non-verbal communication reflects their feelings.

## Stage 2

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly recommended for Stage 2:

### Fiction:

Genres: *Simple stories including those with repetition and rhyme – traditional tales from different cultures; stories with familiar themes; stories by well-known authors*

Poetry: *poems with patterns in sounds and/or structure (e.g. rhyming, repetition); humorous poems*

(Plays are recommended from Stage 3.)

### Non-fiction:

Explanations: *including labelled diagrams*

Information texts: *including those with subheadings, tables, glossaries and indexes*

### Reading

#### Word structure (phonics)

- **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.

### Writing

#### Word structure (spelling)

- **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.

## Reading

### Vocabulary and language

- **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.

### Grammar and punctuation

- **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.

## Writing

### Vocabulary and language

- **\*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.

### Grammar and punctuation

- **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.

## Reading

### Structure of texts

- **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.

### Interpretation of texts

- **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.

## Writing

### Structure of texts

- **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.

### Creation of texts

- **\*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.

## Reading

### Appreciation and reflection

- **\*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.

## Speaking and Listening

### Making yourself understood

- **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.

### Showing understanding

- **2SLs.01** Listen and respond appropriately, including recalling the main points.
- **2SLs.02** Ask questions about what is heard or read to improve understanding.

### Group work and discussion

- **\*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.

### Performance

- **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.

## Writing

### Presentation and reflection

- **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).

## Speaking and Listening

### Reflection and evaluation

- **2SLr.01** Talk about 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.

## Stage 3

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly recommended for Stage 3:

### Fiction:

Genres: *different stories by the same author; Myths and legends, including different retellings of the same story; adventure stories, including real-life stories*

Poetry: *poems from different cultures; poems with different structures, for example, shape poems, limericks*

Plays: *playscripts of traditional tales*

### Non-fiction:

Recounts: *letters, including for formal and informal purposes*

Instructions: *including for activities that can be carried out in the classroom*

Information texts: *including different texts on the same topic*

## Reading

### Word structure (phonics)

- **3Rw.01** Identify less common ways in which graphemes can be pronounced, e.g. *young*, *could*; *move*, *love*.
- **3Rw.02** Read words with an apostrophe to mark omission of letters, e.g. *can't*, *don't*.
- **3Rw.03** Use effective strategies to read unfamiliar words, including using phonic knowledge, segmenting and contextual information.
- **\*3Rw.04** Extend the range of common words recognised on sight, including homophones and near-homophones.

## Writing

### Word structure (spelling)

- **3Ww.01** Explore and use common ways in which consonant phonemes can be represented, e.g. *jar*, *giraffe*, *age*, *bridge*; *cat*, *kitten*, *brick*.
- **3Ww.02** Use recognition of long and short vowel sounds and spelling rules to add *-s*, *-ed* and *-ing* to verbs, including omitting *-e* before *-ing*, and doubling consonants where necessary.
- **3Ww.03** Spell words with a range of common prefixes and suffixes, including *re-*, *in-*, *-ment*, *-ness* and *-less*.
- **3Ww.04** Spell common homophones correctly to match their meaning, including *to*, *two*, *too* and *right*, *write*.
- **3Ww.05** Use effective strategies, including spelling patterns, visual memory, mnemonics and segmenting, to spell some unfamiliar regular and exception words correctly (including for compound words).
- **\*3Ww.06** 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.

## Reading

### Vocabulary and language

- **3Rv.01** Deduce the meanings of unfamiliar words from their context.
- **\*3Rv.02** Identify and record interesting and significant words, and synonyms, from texts to inform own writing.
- **3Rv.03** Use the initial two letters to organise words in alphabetical order, and to locate words in dictionaries and glossaries.
- **3Rv.04** Explore and comment on words in texts that make an impact on the reader, including noun phrases and adjectives.
- **3Rv.05** Explore and comment on how a writer's choice of verbs to introduce and conclude dialogue enhances the meaning.
- **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, ...*
- **3Rv.07** Identify simple figurative language in texts, including sound effects and simple onomatopoeia.

## Writing

### Vocabulary and language

- **\*3Wv.01** Use specialised vocabulary accurately to match a familiar topic.
- **3Wv.02** Explore and use synonyms for high frequency words, e.g. *big, little, good*.
- **3Wv.03** Explore and use different verbs for introducing and concluding dialogue, e.g. *said, asked*.
- **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, ...*
- **3Wv.05** Choose and use words and phrases (including noun phrases) to strengthen the impact of writing.
- **3Wv.06** Use simple figurative language, including sound effects and simple onomatopoeia.
- **\*3Wv.07** Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

## Reading

### Grammar and punctuation

- **3Rg.01** Use knowledge of punctuation and grammar to read familiar texts with understanding.
- **3Rg.02** Explore in texts, and understand, the use of exclamation marks.
- **3Rg.03** Explore in texts, and understand, the use of apostrophes to mark omission of letters in shortened forms, e.g. *can't*, *don't*.
- **3Rg.04** Explore in texts, and understand, similarities and differences between the punctuation of narrative and direct speech.
- **3Rg.05** Explore in texts, and understand, the grammar and purpose of different types of sentences (statements, commands/instructions, questions and exclamations).
- **3Rg.06** Explore in texts, and understand, the grammar of multi-clause sentences, including conditional sentences.
- **3Rg.07** Explore the purpose and grammar of nouns, verbs and adjectives in sentences.
- **3Rg.08** Identify nouns, pronouns, verbs and adjectives in texts.
- **3Rg.09** Explore the different purposes of prepositions.
- **3Rg.10** Explore and identify past and present verb forms in texts, including irregular verbs.
- **3Rg.11** Identify common irregular verb forms in the past tense and relate them to the present tense.

### Structure of texts

- **3Rs.01** Explore and describe how events or ideas in a text relate to earlier or later events or ideas.
- **\*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.
- **3Rs.03** Explore and recognise different ways that information is organised in texts, including paragraphs, sections and chapters, and bulleted and numbered lists.
- **3Rs.04** Explore and recognise how sentence openings in texts establish links between sentences, e.g. *Later that day*, ...

## Writing

### Grammar and punctuation

- **3Wg.01** Use full stops, question marks and exclamation marks correctly in different types of sentences.
- **3Wg.02** Use apostrophes to mark omission of letters in shortened forms, e.g. *can't*, *don't*.
- **3Wg.03** Use speech marks to punctuate direct speech.
- **3Wg.04** Use different types of sentences and their grammar appropriately (statements, commands/instructions, questions and exclamations).
- **3Wg.05** Write multi-clause sentences using simple connectives of time, place and cause.
- **3Wg.06** Use regular present and past verb forms accurately and consistently across a text.
- **3Wg.07** Use common irregular verb forms accurately in the past tense.
- **3Wg.08** Use a range of prepositions accurately.

### Structure of texts

- **3Ws.01** Write a logical sequence of events or ideas, e.g. to develop the plot of a story.
- **3Ws.02** Begin to organise similar ideas in paragraphs and sections.
- **3Ws.03** Use sentence openings that establish links between ideas in different sentences, e.g. *Later that day*, ...
- **\*3Ws.04** Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

## Reading

### Interpretation of texts

- **\*3Ri.01** Understand the difference between fiction and non-fiction texts and locate books by classification.
- **\*3Ri.02** Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
- **\*3Ri.03** Identify, discuss and compare different fiction genres and their typical characteristics.
- **\*3Ri.04** Read and explore a range of non-fiction text types.
- **3Ri.05** Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts engage the reader.
- **\*3Ri.06** Explore explicit meanings in a range of texts.
- **3Ri.07** Identify the main points or gist from reading a text.
- **3Ri.08** Explain how settings and characters are developed in a story.
- **3Ri.09** Follow written instructions to carry out an activity.
- **\*3Ri.10** Explore implicit meanings in a range of texts.
- **3Ri.11** Predict story endings based on knowledge of other stories.
- **3Ri.12** Make inferences from texts, including about the feelings, thoughts and motives of story characters.
- **\*3Ri.13** Begin to distinguish between fact and opinion in texts.
- **3Ri.14** Scan a text to find and use specific information to answer a question.
- **3Ri.15** Locate relevant information in texts, including using an index.
- **\*3Ri.16** Answer questions with some reference to single points in a text.
- **3Ri.17** Recognise the theme of a text, and common themes in different texts.

## Writing

### Creation of texts

- **\*3Wc.01** Develop creative writing in a range of different genres of fiction and types of poems.
- **3Wc.02** Plan and record main points and ideas before writing.
- **3Wc.03** Develop descriptions of settings and characters when writing stories.
- **3Wc.04** Write a simple playscript based on a given narrative.
- **\*3Wc.05** Develop writing for a purpose using language and features appropriate for a range of text types.
- **\*3Wc.06** Develop writing of a range of text types for a specified audience, using appropriate content and language.

## Reading

### Appreciation and reflection

- **\*3Ra.01** Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
- **3Ra.02** Read texts silently.
- **3Ra.03** Share a review of a text, summarising what it is about and expressing opinions about it.
- **3Ra.04** Make choices about books to read for pleasure, including based on blurbs and reviews.
- **3Ra.05** Compare different retellings of the same story, including the influence of when and where they were written (e.g. myths and legends).

## Speaking and Listening

### Making yourself understood

- **3SLm.01** Speak fluently and confidently in a range of familiar contexts.
- **3SLm.02** Select appropriate information, with appropriate detail, as needed.
- **3SLm.03** Use vocabulary appropriate to the situation.
- **\*3SLm.04** Use non-verbal communication techniques for different purposes.
- **\*3SLm.05** Show awareness of an audience, e.g. by adapting language and tone to engage them.

### Showing understanding

- **3SLs.01** Listen and respond appropriately, including following a sequence of instructions to carry out an activity.
- **3SLs.02** Ask questions about what is heard or read that demonstrate understanding of the main points.

### Group work and discussion

- **\*3SLg.01** Begin to take an assigned role within a group.
- **\*3SLg.02** Respond politely to another point of view with a personal point of view.
- **3SLg.03** Extend a discussion by contributing relevant comments.
- **3SLg.04** Take turns in a discussion, acknowledging what others have said.

## Writing

### Presentation and reflection

- **3Wp.01** Begin to write legibly and fluently.
- **3Wp.02** Complete a table or diagram to record information drawn from a text.
- **\*3Wp.03** Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).
- **\*3Wp.04** Evaluate own and others' writing, suggesting improvements for sense, accuracy and content.
- **\*3Wp.05** Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

## Speaking and Listening

### Performance

- **3SLp.01** Read aloud with expression appropriate to the meaning and sound of the words.
- **3SLp.02** Show awareness of different voices when reading aloud.
- **3SLp.03** Use knowledge of punctuation and grammar to read familiar texts with accuracy.
- **3SLp.04** Use speech, gesture and movement to create a character in drama.
- **3SLp.05** Plan and deliver a presentation independently on a familiar subject in a familiar context.

### Reflection and evaluation

- **\*3SLr.01** Begin to evaluate own and others' talk, including what went well and what could be improved next time.
- **3SLr.02** Begin to comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.

## Stage 4

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly recommended for Stage 4:

### Fiction:

Genres: *historical stories; fantasy stories; stories about issues and dilemmas*

Poetry: *poems from different times and cultures; poems that use simple imagery*

Plays: *playscripts that show a range of dramatic conventions, e.g. information to set the scene, stage directions, different acts*

### Non-fiction:

Recounts: *news and magazine articles; diary entries*

Explanations: *in a range of different formats*

Persuasive texts: *adverts*

## Reading

### Word structure (phonics)

- **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.

## Writing

### Word structure (spelling)

- **4Ww.01** Explore and use silent letters (e.g. *knife, lamb*) and different spellings of words with vowel phonemes (e.g. short vowel phonemes: *umbrella, young and love* ('o' before 'v'); long vowel phonemes after 'w': *want, war, water, word*).
- **4Ww.02** Explore and use spelling patterns for pluralisation, including -s, -es, -y/-ies and -f/-ves.
- **4Ww.03** Spell words with a range of common prefixes and suffixes, including *trans-, pre-, -ion, -ation* and *-ous*.
- **4Ww.04** Explore and build words with related roots and meanings, e.g. *medical, medicine; sign, signal, signature*.
- **4Ww.05** Spell common homophones correctly to match their grammatical purpose, including *they're, their, there*.
- **4Ww.06** Spell words with common letter strings but different pronunciations, e.g. *tough, through, trough, plough*.
- **4Ww.07** Generate spelling rules from spelling patterns, and test them.
- **4Ww.08** Use effective strategies, including segmenting, spelling rules, visual memory and mnemonics, to spell a range of unfamiliar regular and exception words correctly.
- **\*4Ww.09** 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.

## Reading

### Vocabulary and language

- **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.

### Grammar and punctuation

- **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.

## Writing

### Vocabulary and language

- **\*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.

### Grammar and punctuation

- **4Wg.01** Consistently use accurate end-of-sentence punctuation.
- **4Wg.02** Begin to use commas to make the meaning of sentences clearer.
- **4Wg.03** Use apostrophes for singular and plural possession.
- **4Wg.04** Begin to use other punctuation alongside speech marks to punctuate direct speech.
- **4Wg.05** Write multi-clause sentences using a range of connectives.
- **4Wg.06** Use past, present and future verb forms accurately.
- **4Wg.07** Experiment with varying verb forms in texts, including in direct speech.
- **4Wg.08** Use the verb *to be* accurately, including subject-verb agreement for different verb forms.
- **4Wg.09** Use a range of quantifiers appropriately for the context, e.g. *either, neither, both*.
- **4Wg.10** Use adverbs and adverbial phrases appropriately.

## Reading

### Structure of texts

- **4Rs.01** Explore and describe the main stages in a text from introduction to conclusion.
- **\*4Rs.02** Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.
- **4Rs.03** Explore and recognise how ideas are organised in paragraphs and sections.
- **4Rs.04** Explore and recognise how points are sequenced and linked to develop ideas within and between paragraphs.

## Writing

### Structure of texts

- **4Ws.01** Develop a logical sequence of ideas, making relationships between them clear.
- **4Ws.02** Use paragraphs and sections consistently to organise ideas.
- **4Ws.03** Use connectives to establish links between paragraphs, e.g. *if*, *although*.
- **\*4Ws.04** Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

## Reading

### Interpretation of texts

- **\*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.
- **4Ri.14** Locate and use relevant information from a text to answer questions.
- **\*4Ri.15** Answer questions with some reference to single points in a text.
- **4Ri.16** Recognise, compare and contrast the themes and features of texts.
- **4Ri.17** Identify the viewpoint from which a story is told.

## Writing

### Creation of texts

- **\*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.
- **4Wc.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.

## Reading

### Appreciation and reflection

- **\*4Ra.01** Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
- **4Ra.02** Express personal responses to texts, including linking characters, settings and events to personal experience.
- **4Ra.03** Develop preferences about favourite books and share recommendations with others.
- **4Ra.04** Comment on how fiction reflects the time or context in which it is set.

## Speaking and Listening

### Making yourself understood

- **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.

### Showing understanding

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

### Group work and discussion

- **\*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.

### Performance

- **4SLp.01** Read aloud with expression, adapting the pace and volume appropriate to the content.
- **4SLp.02** Read aloud with accuracy and fluency, showing awareness of punctuation.
- **4SLp.03** Adapt speech, gesture and movement to portray a character in drama.
- **4SLp.04** Plan and deliver a group presentation on a familiar subject, including to a wider audience.

## Writing

### Presentation and reflection

- **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.

## Speaking and Listening

### Reflection and evaluation

- **\*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.

## Stage 5

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly recommended for Stage 5:

### Fiction:

Genres: stories from different cultures, including fables; classic literature; stories that have also been developed into a play and/or film

Poetry: *poems by significant poets, including classic poetry; narrative poetry*

Plays: *a playscript, book and film of the same story*

### Non-fiction:

Persuasive texts: *commentaries and letters giving a personal opinion*

Recounts: *biography*

Information texts that also contain Explanations

## Reading

### Word structure (phonics)

By end of Stage 4 learners should have a secure understanding of phonics.

## Writing

### Word structure (spelling)

- **5Ww.01** Explore and use spellings of unstressed vowel phonemes at the end of words, e.g. /ɜ:/ ('er') at the end of *butter*, /i:/ ('ee') at the end of *city*.
- **5Ww.02** Explore and use 'silent' vowels and syllables in polysyllabic words, e.g. *library*, *interest*.
- **5Ww.03** Explore and use rules for single and double consonants, e.g. *full*, *-ful*, *-fully*.
- **5Ww.04** Spell words with a wide range of common prefixes and suffixes, including understanding ways of creating opposites, e.g. *un-*, *im-*.
- **5Ww.05** Explore and use spelling rules for suffixes that begin with vowels and suffixes that begin with consonants.
- **5Ww.06** Explore and use accurately words that have the same spelling but different meanings (homonyms), e.g. *wave* (hand gesture, hair curl, sea movement, etc.).
- **5Ww.07** Spell words with less common letter strings which may be pronounced differently, e.g. *pour*, *hour*; *piece*, *pie*.
- **5Ww.08** Explore exceptions to known spelling rules.
- **5Ww.09** Use effective strategies, including spelling rules and exceptions, and using known spellings to work out the spelling of related words, to spell a range of words correctly.
- **\*5Ww.10** 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.

## Reading

### Vocabulary and language

- **5Rv.01** Deduce the meanings of unfamiliar words, including using context and knowledge of root words, prefixes and suffixes.
- **5Rv.02** Explore common idiomatic phrases and their meanings.
- **\*5Rv.03** Identify and record interesting and significant words, and synonyms, from texts to inform own writing.
- **5Rv.04** Locate words efficiently in alphabetically organised lists.
- **5Rv.05** Comment on a writer's choice of language, including how it conveys feeling and mood.
- **5Rv.06** Identify figurative language in texts, including metaphors and personification.
- **\*5Rv.07** Begin to explain how figurative language creates imagery in texts and takes understanding beyond the literal.

### Grammar and punctuation

- **5Rg.01** Explore in texts, and understand, grammar and punctuation differences between direct and reported speech.
- **5Rg.02** Recognise different clauses within sentences and the connectives that link them.
- **5Rg.03** Explore and discuss different types of nouns, including abstract nouns, and how quantifiers (e.g. *fewer*, *less*) relate to countable and uncountable nouns.
- **5Rg.04** Explore in texts use of pronouns, including possessive pronouns (e.g. *theirs*, *mine*), to avoid repetition of nouns while still maintaining clarity.
- **5Rg.05** Explore how different modal verbs express degrees of possibility, e.g. *should*, *would*, *could*.
- **5Rg.06** Explore in texts the conventions of standard English.

## Writing

### Vocabulary and language

- **\*5Wv.01** Use specialised vocabulary accurately to match a familiar topic.
- **5Wv.02** Explore synonyms and words conveying shades of meaning, and use them accurately in own writing.
- **5Wv.03** Choose and use words and phrases carefully to convey feeling and mood.
- **\*5Wv.04** Begin to use figurative language to evoke an imaginative response from the reader.
- **\*5Wv.05** Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

### Grammar and punctuation

- **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.

## Reading

### Structure of texts

- **5Rs.01** Explore and describe the progression of ideas in a text; compare the progression in different texts.
- **\*5Rs.02** Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.
- **5Rs.03** Explore and recognise how different effects can be achieved by sequencing sections and paragraphs in different ways.

## Writing

### Structure of texts

- **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.

## Reading

### Interpretation of texts

- **\*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.
- **\*5Ri.12** Distinguish between fact and opinion in a range of texts.
- **5Ri.13** Use scanning and skimming appropriately depending on the type of information required.
- **5Ri.14** Locate and use relevant information from a single text or different texts.
- **\*5Ri.15** Support answers to questions with reference to, or quotations from, one or more points in a text.
- **5Ri.16** Recognise, compare and contrast the themes, features and language of texts.
- **5Ri.17** Comment on how a viewpoint is expressed in fiction and non-fiction texts.

## Writing

### Creation of texts

- **\*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.

## Reading

### Appreciation and reflection

- **\*5Ra.01** Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
- **5Ra.02** Express personal responses to texts, including predictions, opinions and reflections.
- **5Ra.03** Develop preferences about favourite writers and share recommendations with others.
- **5Ra.04** Begin to consider how readers might react differently to the same text, depending on where or when they are reading it.

## Speaking and Listening

### Making yourself understood

- **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.

## Writing

### Presentation and reflection

- **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.

## Speaking and Listening

### Reflection and evaluation

- **\*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.

## Stage 6

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly recommended for Stage 6:

### Fiction:

Genres: *science fiction; stories with flashbacks; stories by significant children's authors*

Poetry: *poems with a wide range of different features, for example, themes, imagery, structure*

Plays: *a playscript by a significant writer*

### Non-fiction:

Arguments

Persuasive texts: *news articles*

Recounts: *biography and autobiography*

### Reading

#### Word structure (phonics)

By end of Stage 4 learners should have a secure understanding of phonics.

### Writing

#### Word structure (spelling)

- **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.

## Reading

### Vocabulary and language

- **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.

### Grammar and punctuation

- **6Rg.01** Explore in texts, and understand, the uses of colons, semi-colons, ellipses, parenthetical 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.

## Writing

### Vocabulary and language

- **\*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.

### Grammar and punctuation

- **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.

## Reading

### Structure of texts

- **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.

## Writing

### Structure of texts

- **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.

## Reading

### Interpretation of texts

- **\*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.

## Writing

### Creation of texts

- **\*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.

## Reading

### Appreciation and reflection

- **\*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.

## Speaking and Listening

### Making yourself understood

- **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.

### Showing understanding

- **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.

### Group work and discussion

- **\*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.

### Performance

- **\*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.

## Writing

### Presentation and reflection

- **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.

## Speaking and Listening

### Reflection and evaluation

- **\*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.

## 4 Glossary

This glossary is provided to support your understanding of the content of this *Curriculum Framework*. The definitions are intended to be sufficient to guide an informed reader.

**Connective** – a word used to join together words, phrases or clauses, or to show relationships between sentences. Connectives include conjunctions, adverbs and adverbial phrases (e.g. *I went to the park with my brother **and** sister. We played football **until** it started to rain. **Later that day** we went to the cinema).*

**Explore** – to investigate, look for patterns and discuss examples (e.g. in texts) to inform understanding of a concept.

**Figurative language** – the way words are used and combined creatively to imply meaning and create interest (e.g. alliteration, onomatopoeia, simile, metaphor, personification).

**Identify** – to locate features (e.g. words from a particular word class) in a text.

**Language** – the way words and phrases are used and combined to communicate ideas.

**Learning objectives** – statements from the *Curriculum Framework* of the expectations of knowledge, understanding and skills that learners will develop; they provide a structure for teaching and learning, and a reference against which to check learners' attainment and skills development.

**Multi-clause sentence** – a sentence with more than one clause (i.e. a compound, complex or compound-complex sentence).

**Non-verbal communication** – facial expressions, gestures or postures that express our thoughts and feelings, and can be used to enhance our verbal communication (e.g. to show we are listening to a speaker, to show we agree, to indicate visual features that add clarity).

**Phonics** – a way of teaching reading based on relating sounds (phonemes) to written letters and groups of letters (graphemes).

**Scheme of Work** – support materials for each stage of Cambridge Primary English. Each *Scheme of Work* contains a suggested long-term plan, a medium-term plan with suggested teaching and learning activities and sample short-term (lesson) plans.

**Strand** – a collection of learning objectives in the *Curriculum Framework* that forms an area of learning.

**Sub-strand** – sub-sections in the *Curriculum Framework* which divide the strands into more specific areas for teaching and learning.

**Teacher Guide** – the document providing support in using the *Curriculum Framework* to plan and deliver lessons using effective teaching and learning approaches.

**Text types** – different types of written or spoken texts with different purposes (e.g. recount or information text) or formats (e.g. email, letter, diary entry).

**Vocabulary** – words and phrases.

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