# National Curriculum: English, Upper Key Stage 2

| Statutory Programmes of Study | | Year 5 | Year 6 |
|---|---|---|---|
| **spoken language** | SL1 | Listen and respond appropriately to adults and peers | |
| | SL2 | Ask relevant questions the extend understanding and knowledge | |
| | SL3 | Use relevant strategies to build vocabulary. *This will range from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics.* | |
| | SL4 | Articulate and justify answers, arguments and opinions | |
| | SL5 | Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings | |
| | SL6 | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | |
| | SL7 | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | |
| | SL8 | Speak audibly, fluently and with an increasing command of Standard English | |
| | SL9 | Participate in discussions, presentations, performances, role play, improvisations and debates *in groups of different sizes – in pairs, mall groups, large groups and as a whole class.* | |
| | SL10 | Gain, maintain and monitor the interest of the listener(s) | |
| | SL11 | Consider and evaluate different viewpoints, attending to and building on the contributions of others | |
| | SL12 | Select and use appropriate registers for effective communication | |
| | SL13 | *Develop competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.* | |
| **reading** word | | Apply a growing knowledge of **root words, prefixes and suffixes** (Appendix 1) to read aloud and understand the meaning of new words | |
| **reading** comprehension | | **Maintain positive attitude to reading and understanding by:** | |
| | R19 | continuing to read and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference texts | |
| | R20 | read books that are structured in different ways and for a range of purposes | |
| | R21 | increasing familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions | |
| | R22 | recommending books read to their peers, giving reasons for their choices | |
| | R23 | identifying and discussing themes *e.g. loss or heroism* and conventions in and across a wide range of writing | |
| | R24 | making comparisons within and across books, *being shown how to compare characters, settings, themes and other aspects, considering different accounts of the same event and discuss viewpoints (both of authors and of fictional characters) within a text and across more than one text* | |
| | R25 | learning a wider range of poetry by heart | |
| | R26 | preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume | |
| | R27 | so that meaning is clear to an audience | |
| | | **Understand what they read by:** | |
| | R28 | checking the text makes sense to them, discussing their understanding and exploring the meaning of words in context | |
| | R29 | asking questions to improve their understanding | |
| | R30 | drawing inferences e.g. inferring characters' feelings, thoughts and motives from their actions, justifying inference with evidence | |
| | R31 | predicting what might happen from details stated and implied | |
| | R32 | summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | |
| | R33 | Discuss and evaluate how authors use language, including figurative language considering the impact on the reader, *being taught technical terms to discuss what they hear and read such as metaphor, simile, analogy, imagery, style and effect* | |
| | R34 | Distinguish between fact, and opinion | |
| | R35 | *Apply the skills of information* retrieval *across the curriculum and in contexts where pupils are genuinely motivated to find out information*, recording and presenting information from non-fiction, *learning conventions such as first person in diary and autobiographies* | |
| | R36 | Participate in discussions about books read to them and read independently, building on their own and others' ideas and challenging views courteously | |
| | R37 | Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary, *having guidance and feedback on the quality of their explanations and contributions to discussion* | |
| | R38 | Provide reasoned justifications for their views | |
| | | Understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that meaning is clear. | |
| | | **Plan writing by:** | |
| | WP3 | identifying the audience and purpose of writing, selecting the appropriate form and using similar writing as models | |
| | WP4 | noting and developing initial ideas, drawing on reading and research if needed | |

| | | | |
|---|---|---|---|
| **writing**<br>composition | WP5 | in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed | |
| | | **Draft and write by:** | |
| | WW6 | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | |
| | WW7 | in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action | |
| | WW8 | précising longer passages | |
| | WW9 | using a wider range of devices to build cohesion within and across paragraphs | |
| | WW10 | using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) | |
| | | **Evaluate and edit by:** | |
| | WE5 | assessing the effectiveness of their own and others' writing | |
| | WE6 | proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | |
| | WE7 | ensuring the consistent and correct use of tense throughout a piece of writing | |
| | WE8 | ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register | |
| | WE9 | Proof-read for spelling and punctuation errors | |

| | | |
|---|---|---|
| **writing**<br>handwriting | HW4<br>H45<br>HW6 | Write legibly, fluently and with increasing speed by:<br>• choosing which shape of letter to use when given choices and deciding whether or not to join specific letters<br>• choosing the writing implement that is best suited for a task<br>• being clear about what standard of handwriting is appropriate for a particular task e.g. quick notes or un-joined for form filling |

| | | |
|---|---|---|
| **writing**<br>transcription, spelling<br>==Also, see spelling objectives== | SP8<br>SP9<br>SP10<br>SP11<br><br>SP12<br>SP14<br>SP15 | • Use further **prefixes** and **suffixes** and understand the guidance for adding them<br>• Spell some **further words with 'silent' letters**<br>• Continue to distinguish between **homophones** and other words that are often confused<br>• Use knowledge of **morphology** and **etymology** in spelling and understand the spelling of some words needs to be **learnt specifically**, as listed in English Appendix 1<br>• Use **dictionaries** to check the spelling and meaning of words<br>• Use the first three or four letters of a word to **check spelling, meaning** or both of these in a **dictionary**<br>• Use a **thesaurus** |

| | | | |
|---|---|---|---|
| **vocabulary, grammar and punctuation**<br>**appendix 2**<br>**VPG CODES** | word | • Convert **nouns** or **adjectives** into **verbs** using **suffixes**<br>Understand **verb prefixes** e.g. *dis-, over-* | • Understand the difference between **vocabulary for informal speech and formal speech and writing**<br>• Know how words are related by meaning as **synonyms and antonyms** *e.g. big, large, little* |
| | sentence | • Use **relative clauses** beginning with who, which when…or an omitted relative pronoun<br>• Indicate **degrees of possibility** using adverbs or modal verbs | • Understand the **use of the passive** to affect the presentation of information in a sentence<br>• Know the difference between **structures of informal speech and formal speech and writing** e.g. use of question tags or subjunctive forms |
| | text | • Use devices to **build cohesion within a paragraph** e.g. *then, after that, firstly*<br>• **Link ideas across paragraphs using adverbials** of time, place and number or tense choice | • **Link ideas across paragraphs using a wider range of cohesive devices:** repetition of a word or phrase, grammatical connections and ellipses<br>• Use **layout devices** e.g. columns or tables to structure text |
| | punctuation | • Use **brackets, dashes or commas to indicate parenthesis**<br>• Use **commas** to **clarify meaning or avoid ambiguity** | • Use **semi-colon, colon and dash** to mark the **boundary between independent clauses**<br>• **Use a colon** to **introduce a list and semi-colons within lists**<br>• Use **punctuation of bullet points** to list information<br>• Use **hyphens** to avoid ambiguity |
| | terminology | modal verb, relative pronoun<br>relative clause<br>parenthesis, bracket, dash<br>cohesion, ambiguity | subject, object<br>active, passive<br>synonym, antonym<br>ellipses, hyphen, colon, semi-colon, bullet points |