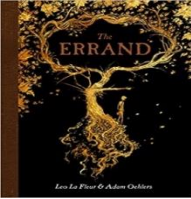
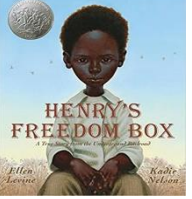


UPPER KS2 SPRING TERM ENGLISH KEY LEARNING OUTCOMES/TEACHING YEAR A

YEAR GROUPS	SPRING			
5 & 6	The Errand 	Henry's Freedom Box 	What Every Child Should Know About Climate Change Supporting texts: Climate Change DK & Climate Action	Cinquain Adelaide Crapsey November Night Snow Winter John Foster Blackbird At the Gate The Wood in late Autumn Mirror How to Write Cinquains?
Key Writing Outcomes	Cliff Hanger	Biography	Information: Explanation	Poetry: Cinquain Poem

ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

Key Learning: READING COMPREHENSION	Key Learning: WRITING COMPOSITION
<ul style="list-style-type: none"> ▪ Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways & reading for a range of purposes - increasing their 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 - recommending books they have read to their peers, giving reasons for their choices - identifying & discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ▪ Understand what they read by: <ul style="list-style-type: none"> - checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning ▪ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ Distinguish between statements of fact and opinion ▪ Retrieve, record and present information from non-fiction ▪ Participate in discussions about books read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ▪ Explain and discuss their understanding of what they have read, including through formal presentations & debates, maintaining a focus on the topic & using notes where necessary ▪ Provide reasoned justifications for their views 	<ul style="list-style-type: none"> ▪ Plan writing by: <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - 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: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ Evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ Proof-read for spelling and punctuation errors ▪ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

ENGLISH NATIONAL CURRICULUM CONTINUOUS LEARNING

Key Learning: SPOKEN LANGUAGE

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

ENGLISH NATIONAL CURRICULUM BLOCKED LEARNING

Key Learning: WORD READING

Etymology and Morphology

- Apply their growing **knowledge of root words, prefixes and suffixes** (morphology and etymology), **as listed in English Appendix 1 (application of spelling rules and guidance)**, both to read aloud and to understand the **meaning of new words** that they meet

Revisiting key learning priorities from KS1 and Lower KS2

'It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they can catch up rapidly with their peers in terms of their decoding and spelling.' English NC 2014 page 31. **Some pupils may only need a brief revision of the KS1 & lower KS2 learning priorities, but others may need more extensive support to attain upper KS2 learning priorities. For this reason, Y5/6 teachers may need to use guidance in KS1 & Lower KS2 Key Learning Outcomes to support targeted differentiated teaching for identified pupils who are working below age related expectations.**

Key Learning: WRITING TRANSCRIPTION

Spelling

- Use further **prefixes and suffixes** and understand the guidance for adding them
- Spell some words with **'silent' letters** [for example, knight, psalm, solemn]
- Continue to **distinguish between homophones and other words** which are often confused
- Use knowledge of **morphology and etymology** in spelling and understand that the spelling of some words needs to be learnt specifically, **as listed in English Appendix 1**
- Use **dictionaries** to check the spelling and meaning of words
- Use the **first three or four letters of a word to check spelling**, meaning or both of these in a dictionary
- Use a **thesaurus**

Handwriting and presentation

Write legibly, fluently and with increasing speed by choosing:

- Which shape of a letter to use when given choices and deciding whether or not to join specific letters
- The writing implement that is best suited for a task.

Key Learning: VOCABULARY, GRAMMAR AND PUNCTUATION

Vocabulary and Grammar

Develop understanding of the concepts set out in English Appendix 2 by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

▪ **Learning the grammar for years 5 and 6 in English Appendix 2**

Punctuation

- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently

Terminology

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading