
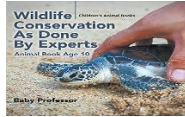


UPPER KS2 WRITING, SPEAKING AND LISTENING

SUMMER YEAR B

YEAR GROUPS	SUMMER 1	SUMMER 2		
5 & 6	Frankenstein & Dracula CLASSIC FICTION 	Wildlife Conservation as done by Experts 	Performance poetry The Visitor by Ian Serrailier	
Key Writing Outcomes	Narrative: <ul style="list-style-type: none"> ▪ Plotting character development/changes in relationship ▪ Play Script 	Information: Balanced argument contrasting F & D – who was the worst villain?	Information: <ul style="list-style-type: none"> ▪ General information text ▪ Persuasion ▪ Explanation 	Poetry: Change of setting

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