

## NATIONAL CURRICULUM EXPECTATIONS – ENGLISH UPPER KEY STAGE 2

English YEAR 5						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should be taught to: 5.SW.a. I can listen and respond appropriately to adults and my peers 5.SW.b.I can ask relevant questions to extend my understanding and knowledge 5.SW.c. I can use relevant strategies to build my vocabulary 5.SW .d. I can articulate and justify answers, arguments and opinions, structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Pupils should be taught to: 5.WR.a. I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that I meet.	Pupils should be taught to: 5.C.a.I can maintain a positive attitude to reading and understanding of what I have read by:  5.C.b.I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  5.C.c. I can read books that are structured in different ways and reading for a range of purposes  5.C.d. I can increase my 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 that I have read to my peers, giving reasons for my choices  5.C.e. I can identify and discuss themes and	Spelling (see English Appendix 1) Pupils should be taught to: 5.Wt.a. I can use further prefixes and suffixes and understand the guidance for adding them  5.Wt.b.b I can spell some words with 'silent' letters [for example, knight, psalm, solemn]  5.Wt.c.I can continue to distinguish between homophones and other words which are often confused  5.Wt.d. I can use knowledge of morphology and etymology in spelling and understand that the	Pupils should be taught to: 5.Wh.a.I can 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 little choosing the writing implement that is best suited for a task.	Pupils should be taught to: 5.WC.a. I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own  5.WC.b. I can note and develop initial ideas, drawing on reading and research where necessary  5.WC.c.c I can write narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed  5.WC.d. I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance	Punctuation  Pupils should be taught to:  5.WG.a.a I can develop my understanding of the concepts set out in English Appendix 2 by:  5.WG b. I can recognis vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  5.WG.c.c I can use passive verbs to affect the presentation of information in a sentence  5.WG.d.d I can use the perfect form of verbs to mark relationships of time and cause  5.WG.e. I can use expanded noun phrases to convey complicated information concisely
5.SW.e I can		conventions in and across a wide range of writing	spelling of some words needs to be learnt specifically,		meaning 5.WC. e. I can write	5. WG.f. I can use



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maintain attention	5.C.f. I can make	as listed in English	narratives, describing	modal verbs or adverbs
and participate	comparisons within and	Appendix 1	settings, characters	to indicate degrees of
actively in	across books		and atmosphere and	possibility
collaborative		5.Wt.e.l can use	integrating dialogue to	
conversations,	5.C.g. I can learn a wider	dictionaries to	convey character and	5.WG.g. I can use
staying on topic	range of poetry by heart	check the spelling	advance the action	relative clauses
and initiating and		and meaning of		beginning with who,
responding to	5.C.h. I can prepare poems	words	5.WC.f. I can préci	which, where, when,
comments	and plays to read aloud and		longer passages	whose, that or with an
	to perform, showing	5.Wt.f.I can use the		implied (i.e. omitted)
5,SW.f. I can use	understanding through	first three or four	5.WC.g. I can use a	relative pronoun
spoken language	intonation, tone and volume	letters of a word to	wide range of devices	
to develop	so that the meaning is clear	check spelling,	to build cohesion	5.WG.h.I am learning
understanding	to an audience	meaning or both of	within and across	the grammar for years
through		these in a	paragraphs	5 and 6 in English
speculating,	5.C.i. I can understand what	dictionary		Appendix 2
hypothesising,	others read by:	·	5.WC.h. I can use	
imagining and	·		further organisational	5.WG.i. I can indicate
exploring ideas	5.C.j. I can check that the		and presentational	grammatical and other
	book makes sense to others,		devices to structure	features by:
5.SW.g. I can	discussing their		text and to guide the	5.WG.j. I can use
speak audibly and	understanding and exploring		reader [for example,	commas to clarify
fluently with an	the meaning of words in		headings, bullet points,	meaning or avoid
increasing	context asking questions to		underlining]	ambiguity in writing
command of	improve their understanding			
Standard English			5.WC.i. I can assess	5.Wg.k. I can use
	5.C.k. I can draw inferences		the effectiveness of my	hyphens to avoid
5.SW.h.l can	such as inferring characters'		own and others' writing	ambiguity
participate in	feelings, thoughts and			
discussions,	motives from their actions,		5.WC.j. I can propose	5.WG.l. I can use
presentations,	and justifying inferences with		changes to	brackets, dashes or
performances, role	evidence		vocabulary, grammar	commas to indicate
play,			and punctuation to	parenthesis
improvisations and	5.C.I. I can predict what might		enhance effects and	
debates	happen from details stated		clarify meaning	5.WG.m. I can use
	and implied			semi-colons, colons or
5.Sw.i. I can gain,			5.WC.k. I can ensure	dashes to mark
maintain and	5.C.m. I can summarise the		the consistent and	boundaries between
monitor the interest	main ideas drawn from more		correct use of tense	independent clauses
listener(s)	than one paragraph,		throughout a piece of	
	identifying key details that		writing	5.WG.n. I can use a
	support the main ideas			colon to introduce a list



5.SW.j. I can consider and evaluate different viewpoints, attending to and building on the contributions of others  5.SW. k. I can select and use appropriate registers for effective communication.	5.C.n. I can identify how language, structure and presentation contribute to meaning  5.C.o. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  5.C. p. I can distinguish between statements of fact and opinion  5.C. q. I can retrieve, record and present information from non-fiction  5.C. r. I can participate in discussions about books that are read to me and those I can read for myself building on my own and others' ideas and challenging views courteously  5.C.s. I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  5.C.t. I can provide reasoned justifications for my views.		5.WC.I. I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  5.WC. m. I can proofread for spelling and punctuation errors  5.WC. n. I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	5.WG.o. I can punctuate bullet points consistently  5.WG.p. I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading.



		Englis	h		YEAR 6	
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should be	Pupils should	Pupils should be taught to:	Appendix 1)	taught to:	Pupils should be	Pupils should be
taught to:	be taught to:	6.C.a.I can maintain a positive	Pupils should be	6.Wh.a.I can	taught to:	taught to:
6.SW.a. I can listen	6.WR.a. I can	attitude to reading and	taught to:	write legibly,	6.WC.a. I can	6.WG.a.a I can develop
and respond	apply my	understanding of what I have	6.Wt.a. I can use	fluently and with	identify the audience	my understanding of
appropriately to	growing	read by:	further prefixes and	increasing	for and purpose of	the concepts set out in
adults and my	knowledge of	0.0 h 1 and and in to d	suffixes and	speed by:	the writing, selecting	English Appendix 2 by:
peers	root words,	6.C.b.l can continue to read	understand the	choosing which	the appropriate form	6.WG b. I can recognis
6.SW.b.I can ask	prefixes and suffixes	and discuss an increasingly wide range of fiction, poetry,	guidance for adding them	shape of a letter to use when	and using other similar writing as	vocabulary and
relevant questions	(morphology	plays, non-fiction and	uieiii	given choices	models for my own	structures that are
to extend my	and	reference books or textbooks	6.Wt.b.b I can spell	and deciding	I models for my own	appropriate for formal
understanding and	etymology), as	Telefolioe books of textbooks	some words with	whether or not	6.WC.b. I can note	speech and writing,
knowledge	listed in	6.C.c. I can read books that	'silent' letters [for	to join specific	and develop initial	including subjunctive
ooago	English	are structured in different ways	example, knight,	little	ideas, drawing on	forms
6.SW.c. I can use	Appendix 1,	and reading for a range of	psalm, solemn]	choosing the	reading and	
relevant strategies	both to read	purposes	, ,	writing	research where	6.WG.c.c I can use
to build my	aloud and to		6.Wt.c.I can continue	implement that	necessary	passive verbs to affect
vocabulary	understand the	6.C.d. I can increase my	to distinguish	is best suited for	-	the presentation of
	meaning of	familiarity with a wide range of	between	a task.	6.WC.c.c I can write	information in a
6.SW .d. I can	new words that	books, including myths,	homophones and		narratives,	sentence
articulate and	I meet.	legends and traditional stories,	other words which		considering how	
justify answers,		modern fiction, fiction from our	are often confused		authors have	6.WG.d.d I can use the
arguments and		literary heritage, and books	0.14/4   1.1		developed	perfect form of verbs to
opinions,		from other cultures and	6.Wt.d. I can use		characters and	mark relationships of
structured		traditions recommending	knowledge of		settings in what I	time and cause
descriptions,		books that I	morphology and		have read, listened	6.WG.e. I can use
explanations and narratives for		have read to my peers, giving reasons for my choices	etymology in spelling and understand that		to or seen performed	expanded noun
different purposes,		reasons for my choices	the spelling of some		6.WC.d. I can select	phrases to convey
including for		6.C.e. I can identify and	words needs to be		appropriate	complicated information
expressing feelings		discuss themes and	learnt specifically, as		grammar and	concisely
oxpressing recinings		conventions in and across a	listed in English		vocabulary,	Contrology
6.SW.e I can		wide range of writing	Appendix 1		understanding	6. WG.f. I can use
maintain attention			1 L		how such choices	modal verbs or adverbs
and participate		6.C.f. I can make comparisons	6.Wt.e.I can use		can change and	to indicate degrees of
actively in		within and across books	dictionaries to check		enhance meaning	possibility



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collaborative		the spelling and		
conversations,	6.C.g. I can learn a wider	meaning of words	6.WC. e. I can write	6.WG.g. I can use
staying on topic	range of poetry by heart	-	narratives,	relative clauses
and initiating and		6.Wt.f.I can use the	describing settings,	beginning with who,
responding to	6.C.h. I can prepare poems	first three or four	characters and	which, where, when,
comments	and plays to read aloud and to	letters of a word to	atmosphere and	whose, that or with an
	perform, showing	check spelling,	integrating dialogue	implied (i.e. omitted)
6,SW.f. I can use	understanding through	meaning or both of	to convey character	relative pronoun
spoken language	intonation, tone and volume so	these in a dictionary	and advance the	relative proficult
to develop	that the meaning is clear to an	these in a diotionary	action	6.WG.h.l am learning
understanding	audience		action	the grammar for years
through	addience		6.WC.f. I can préci	5 and 6 in English
	6.C.i. I can understand what			Appendix 2
speculating,	others read by:		longer passages	Appendix 2
hypothesising,	others read by.		CMC a Loop upo o	6.WG.i. I can indicate
imagining and	6.0: 1		6.WC.g. I can use a	
exploring ideas	6.C.j. I can check that the book		wide range of	grammatical and other
0.004	makes sense to others,		devices to build	features by:
6.SW.g. I can	discussing their understanding		cohesion within and	5.WG.j. I can use
speak audibly and	and exploring the meaning of		across paragraphs	commas to clarify
fluently with an	words in context asking			meaning or avoid
increasing	questions to improve their		6.WC.h. I can use	ambiguity in writing
command of	understanding		further	
Standard English			organisational and	6.Wg.k. I can use
	6.C.k. I can draw inferences		presentational	hyphens to avoid
6.SW.h.l can	such as inferring characters'		devices to structure	ambiguity
participate in	feelings, thoughts and motives		text and to guide the	
discussions,	from their actions, and		reader [for example,	6.WG.I. I can use
presentations,	justifying inferences with		headings, bullet	brackets, dashes or
performances, role	evidence		points, underlining]	commas to indicate
play,				parenthesis
improvisations and	6.C.I. I can predict what might		6.WC.i. I can assess	
debates	happen from details stated and		the effectiveness of	6.WG.m. I can use
	implied		my own and others'	semi-colons, colons or
6.SW.i. I can gain,			writing	dashes to mark
maintain and	6.C.m. I can summarise the		_	boundaries between
monitor the interest	main ideas drawn from more		6.WC.j. I can	independent clauses
listener(s)	than one paragraph,		propose changes to	
, ,	identifying key details that		vocabulary,	6.WG.n. I can use a
	support the main ideas		grammar and	colon to introduce a list
6.SW.j. I can			punctuation to	
consider and	6.C.n. I can identify how		enhance effects and	6.WG.o. I can
evaluate different	language, structure and		clarify meaning	punctuate bullet points



viewpoints,	presentation contribute to		consistently
attending to and	meaning	6.WC.k. I can	
building on the		ensure the	6.WG.p. I can use and
contributions of	6.C.o. I can discuss and	consistent and	understand the
others	evaluate how authors use	correct use of tense	grammatical
	language, including figurative	throughout a piece	terminology in English
6.SW. k. I can	language, considering the	of writing	Appendix 2 accurately
select and use	impact on the reader		and appropriately in
appropriate		6.WC.I. I can ensure	discussing my writing
registers for	6.C. p. I can distinguish	correct subject and	and reading.
effective	between statements of fact	verb agreement	
communication.	and opinion	when using singular	
	·	and plural,	
	6.C. q. I can retrieve, record	distinguishing	
	and present information from	between the	
	non-fiction	language of speech	
		and writing and	
	6.C. r. I can participate in	choosing the	
	discussions about books that	appropriate register	
	are read to me and those I can		
	read for myself building on my	6.WC. m. I can	
	own and others' ideas and	proof-read for	
	challenging views courteously	spelling and	
		punctuation errors	
	6.C.s. I can explain and		
	discuss my understanding of	6.WC. n. I can	
	what I have read, including	perform my own	
	through formal presentations	compositions, using	
	and debates, maintaining a	appropriate	
	focus on the topic and using	intonation, volume,	
	notes where necessary	and movement so	
		that meaning is	
	6.C.t. I can provide reasoned	clear.	
	justifications for		
	my views.		
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