



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
<p>Pupils should be taught to: 5.SW.a. I can listen and respond appropriately to adults and my peers</p> <p>5.SW.b.I can ask relevant questions to extend my understanding and knowledge</p> <p>5.SW.c. I can use relevant strategies to build my vocabulary</p> <p>5.SW .d. I can articulate and justify answers, arguments and opinions, structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>5.SW.e I can</p>	<p>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.</p>	<p>Pupils should be taught to: 5.C.a.I can maintain a positive attitude to reading and understanding of what I have read by:</p> <p>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</p> <p>5.C.c. I can read books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>5.C.e. I can identify and discuss themes and conventions in and across a wide range of writing</p>	<p>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</p> <p>5.Wt.b.b I can spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>5.Wt.c.I can continue to distinguish between homophones and other words which are often confused</p> <p>5.Wt.d. I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,</p>	<p>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 writing implement that is best suited for a task.</p>	<p>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</p> <p>5.WC.b. I can note and develop initial ideas, drawing on reading and research where necessary</p> <p>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</p> <p>5.WC.d. I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>5.WC. e. I can write</p>	<p>Pupils should be taught to: 5.WG.a.a I can develop my understanding of the concepts set out in English Appendix 2 by:</p> <p>5.WG b. I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>5.WG.c.c I can use passive verbs to affect the presentation of information in a sentence</p> <p>5.WG.d.d I can use the perfect form of verbs to mark relationships of time and cause</p> <p>5.WG.e. I can use expanded noun phrases to convey complicated information concisely</p> <p>5. WG.f. I can use</p>

<p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>5,SW.f. I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>5.SW.g. I can speak audibly and fluently with an increasing command of Standard English</p> <p>5.SW.h.I can participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>5.Sw.i. I can gain, maintain and monitor the interest listener(s)</p>		<p>5.C.f. I can make comparisons within and across books</p> <p>5.C.g. I can learn a wider range of poetry by heart</p> <p>5.C.h. I can prepare 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</p> <p>5.C.i. I can understand what others read by:</p> <p>5.C.j. I can check that the book makes sense to others, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding</p> <p>5.C.k. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>5.C.l. I can predict what might happen from details stated and implied</p> <p>5.C.m. I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>as listed in English Appendix 1</p> <p>5.Wt.e.I can use dictionaries to check the spelling and meaning of words</p> <p>5.Wt.f.I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>		<p>narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>5.WC.f. I can préci longer passages</p> <p>5.WC.g. I can use a wide range of devices to build cohesion within and across paragraphs</p> <p>5.WC.h. I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>5.WC.i. I can assess the effectiveness of my own and others' writing</p> <p>5.WC.j. I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>5.WC.k. I can ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>modal verbs or adverbs to indicate degrees of possibility</p> <p>5.WG.g. I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>5.WG.h.I am learning the grammar for years 5 and 6 in English Appendix 2</p> <p>5.WG.i. I can indicate grammatical and other features by:</p> <p>5.WG.j. I can use commas to clarify meaning or avoid ambiguity in writing</p> <p>5.Wg.k. I can use hyphens to avoid ambiguity</p> <p>5.WG.l. I can use brackets, dashes or commas to indicate parenthesis</p> <p>5.WG.m. I can use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>5.WG.n. I can use a colon to introduce a list</p>
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<p>5.SW.j. I can consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>5.SW. k. I can select and use appropriate registers for effective communication.</p>		<p>5.C.n. I can identify how language, structure and presentation contribute to meaning</p> <p>5.C.o. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>5.C. p. I can distinguish between statements of fact and opinion</p> <p>5.C. q. I can retrieve, record and present information from non-fiction</p> <p>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</p> <p>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</p> <p>5.C.t. I can provide reasoned justifications for my views.</p>			<p>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</p> <p>5.WC. m. I can proof-read for spelling and punctuation errors</p> <p>5.WC. n. I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>5.WG.o. I can punctuate bullet points consistently</p> <p>5.WG.p. I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading.</p>
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English				YEAR 6		
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to: 6.SW.a. I can listen and respond appropriately to adults and my peers</p> <p>6.SW.b.I can ask relevant questions to extend my understanding and knowledge</p> <p>6.SW.c. I can use relevant strategies to build my vocabulary</p> <p>6.SW .d. I can articulate and justify answers, arguments and opinions, structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>6.SW.e I can maintain attention and participate actively in</p>	<p>Pupils should be taught to: 6.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.</p>	<p>Pupils should be taught to: 6.C.a.I can maintain a positive attitude to reading and understanding of what I have read by:</p> <p>6.C.b.I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>6.C.c. I can read books that are structured in different ways and reading for a range of purposes</p> <p>6.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</p> <p>6.C.e. I can identify and discuss themes and conventions in and across a wide range of writing</p> <p>6.C.f. I can make comparisons within and across books</p>	<p>Appendix 1) Pupils should be taught to: 6.Wt.a. I can use further prefixes and suffixes and understand the guidance for adding them</p> <p>6.Wt.b.b I can spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>6.Wt.c.I can continue to distinguish between homophones and other words which are often confused</p> <p>6.Wt.d. I can 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</p> <p>6.Wt.e.I can use dictionaries to check</p>	<p>taught to: 6.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.</p>	<p>Pupils should be taught to: 6.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</p> <p>6.WC.b. I can note and develop initial ideas, drawing on reading and research where necessary</p> <p>6.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</p> <p>6.WC.d. I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Pupils should be taught to: 6.WG.a.a I can develop my understanding of the concepts set out in English Appendix 2 by:</p> <p>6.WG b. I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>6.WG.c.c I can use passive verbs to affect the presentation of information in a sentence</p> <p>6.WG.d.d I can use the perfect form of verbs to mark relationships of time and cause</p> <p>6.WG.e. I can use expanded noun phrases to convey complicated information concisely</p> <p>6. WG.f. I can use modal verbs or adverbs to indicate degrees of possibility</p>

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<p>viewpoints, attending to and building on the contributions of others</p> <p>6.SW. k. I can select and use appropriate registers for effective communication.</p>		<p>presentation contribute to meaning</p> <p>6.C.o. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>6.C. p. I can distinguish between statements of fact and opinion</p> <p>6.C. q. I can retrieve, record and present information from non-fiction</p> <p>6.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</p> <p>6.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</p> <p>6.C.t. I can provide reasoned justifications for my views.</p>			<p>6.WC.k. I can ensure the consistent and correct use of tense throughout a piece of writing</p> <p>6.WC.l. 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</p> <p>6.WC. m. I can proof-read for spelling and punctuation errors</p> <p>6.WC. n. I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>consistently</p> <p>6.WG.p. I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading.</p>
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