

Yew Chung International School

ENGLISH GUIDING STATEMENTS

Purpose and Rationale

The purpose of studying English at YCIS is for students to gain a high level of language proficiency and the essential skills to access and negotiate the ever-growing body of knowledge that the world has to offer. Fluency in English language allows students to communicate effectively, and empathise and interact with people and ideas in a dynamic global society.

Students at YCIS develop critical thinking skills and become active participants and contributors to positive change. They acquire an internal desire to use the tools of language effectively, ethically and with integrity. Their appreciation and love of English language and literature from around the world strengthens understandings and bonds between peoples and cultures.

Belief Statements

We believe that students learn English best when they:

- Feel safe and secure in an effective, supportive and nurturing language-learning environment.
- Understand that language gives them effective access to the wider curriculum and enables them to be confident and competent communicators.
- Are given the tools and strategies needed to explore language and language use.
- Understand that language is a valued, dynamic, constantly evolving, responsive to context, life enhancing skill.
- Are offered differentiated opportunities based on their learning styles, preferences, individual maturation, and cultural and linguistic heritage to internalise and demonstrate their learning.
- Perceive their learning experiences as relevant, age-appropriate and applicable both in the classroom setting and the wider world.
- Are intrinsically motivated and engaged in learning opportunities, and are continually challenged and empowered through learning experiences.
- Have opportunities to explore language concepts that contribute to the development of an enquiring mind.
- Understand that language learning is a reflective journey of achievable group and individual goals.
- Are able to identify their individual learning goals and discover pathways to achieve them.
- Are empowered to take risks and appreciate that mistakes are part of the learning process.
- Understand that successes will be celebrated and weaknesses addressed.

- Collaborate with and support the learning of one another.

Overarching Learning Outcomes

Upon graduating from YCIS, students will be equipped to:

- Comprehend and use language accurately and creatively.
- Articulate thoughts, ideas, and opinions to meaningfully interact with the world and fully participate as responsible members of a global society.
- Apply the structural and functional aspects of language to communicate fluently in English in a variety of familiar and unfamiliar real-world contexts.
- Analyse language in order to infer and deduce shades of meaning.
- Use technology to enhance the effectiveness of communication and access meaning.
- Comprehend and interpret a variety of text types for explicit and implicit meanings.
- Evaluate written and spoken language critically.
- Apply language to positively influence and contribute to the world as global citizens.
- Engage with language and literature to continue to develop culturally, emotionally, socially, and spiritually in a global context.

Yew Chung International School
PRIMARY ENGLISH CURRICULUM FRAMEWORK

PRIMARY STATEMENT

Years 1-6

In the YCIS International Curriculum there are a number of overriding assumptions that influence the implementation and delivery of the curriculum.

The YCIS International Curriculum draws from the Primary National Strategy for Literacy, and the National Curriculum in England. Additionally, curriculum outcomes are aligned with the YCIS Philosophy and Objectives and the needs of our students.

English is the medium of instruction within all YCIS schools. However, it is acknowledged that for many of our students English is not their mother tongue. Each school has a specific EAL (English as an Additional Language) programme to cater for the English language needs of their students. The EAL programmes draw from specific EAL scales (e.g. Kent Scales) to support planning for the needs of second language learners.

ENGLISH

Years 1-6

ENGLISH LEARNING DOMAINS:

- I. Speaking and Listening
- II. Phonics and Spelling
- III. Reading
- IV. Writing
- V. Handwriting

SPEAKING AND LISTENING

Oral language development is fundamental to students' overall literacy development. Confidence in this area is essential to be successful in all areas of literacy and learning. Speaking and listening opportunities are planned for throughout the phases of each unit of work. With the integration of many non-fiction Literacy Units and Year level Topics, oral language activities can take the form of topic talks, group discussion, projects and research presentations, as well as debates and drama activities. These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings.

YCIS intentionally prioritises oral language opportunities to develop spoken language conventions and cross cultural awareness.

Students will:

- speak in English confidently and fluently both informally and formally.
- listen actively and contribute relevant responses that demonstrate understanding.
- use appropriate language specific to the purpose and developmental stages of the student.

PHONICS AND SPELLING

Each school will be responsible for developing their own spelling programme across the primary sector to meet the needs of their school cohort. Programs will include cross curricular vocabulary specific to the content taught in the individual school programmes. The teaching of Phonics is an essential part of any spelling programme.

Students will:

- competently apply their spelling skill to their writing.

LOWER PRIMARY

At YCIS phonics is taught explicitly and systematically to enhance and support the development of reading and writing. This is done through a specific phonics programme selected by the school. The pace and delivery of the programme is adjusted to meet the needs of the school cohort.

Students will:

- know and apply phonic knowledge and analysis skills to decode words
- apply phonemic awareness skills to read and spell words with fluency by the end of lower primary

UPPER PRIMARY

Phonics / spelling (word study)

The emphasis in upper primary is on the application of the skills learnt in lower primary. Building on this knowledge they, will then develop specific understanding of phonemic, morphological (root words, suffixes, prefixes) and etymological knowledge (word origins).

Students will:

- apply this knowledge competently and confidently in their reading and writing
- see phonic patterns in words and make connections when spelling

READING

The YCIS reading programme makes use of quality and authentic literature for purpose, enjoyment and learning. A knowledge of students and the rich cultural heritage of each school's location, is essential in ensuring that YCIS teachers consider the type of texts used. This will enable teachers to maximise the learning potential, the significance of vocabulary and the relevance of the topic to the cohort. Further consideration is given to matching the text to the students' background and prior contextual knowledge. Reading is taught through phonics, whole class reading, shared reading and guided reading. Importance is placed on oral discussion and content specific vocabulary to ensure that they are ready for the reading experience. Particular emphasis is given to the need to develop higher order comprehension skills.

Students will:

- develop skills to read fluently and build a growing bank of sight vocabulary
- comprehend and respond to texts at developmentally appropriate level
- comprehend and respond to texts at their instructional level
- select reading material and a range of literature for a variety of purposes
- use technology to access electronic print
- read for pleasure

WRITING

The YCIS writing programme is founded on the belief that writing should be a developmental process both at a functional and a creative level. All attempts at writing are valued. The compositional and transcriptional skills – including grammar, punctuation and handwriting - are taught alongside the creative aspects. A range of narrative and non-narrative text types and their related structures and features are explicitly taught and modelled. Local and global issues and context are considered in developing writing topics.

Immersion in texts, spoken language and planning for writing is essential to the developmental process. Where possible writing is directly linked to other areas of learning (e.g. Topic, Character Education).

Across the primary school, writing is taught through modelled writing, shared writing, guided writing, and independent writing.

Students will:

- draw on their knowledge being built in other curriculum areas to write effectively for a variety of purposes and audiences
- follow the writing process to plan, compose, revise and publish their own writing
- use appropriate structures and strategies to write creatively
- use writing as a tool to develop their own voice and express themselves in a culturally sensitive way
- use technology to support the writing process

HANDWRITING

It is recognised in YCIS that the art of handwriting is significantly different from the Chinese script.

Handwriting requires frequent and discrete teaching. Writing depends on effective transcription, which is fluent, legible and written with speed and accuracy.

Letter formation, handwriting and presentational skills are taught and modelled across the primary school using an appropriate programme that the school has selected.

The students will:

- be competent at writing fluently and legibly using the developmental stage appropriate script
- will apply taught letter formation and joins to their own writing

SPECIFIC LEARNING OUTCOMES

Years 1-6

Year 1 to 6 units of work.

There are comprehensive programmes in place in ALL YCIS primary sections that were developed from the Primary National Strategy/ National Curriculum.

In line with the YCIS Philosophy and Objectives, key elements of these include:

- Units of work based from NC / PNS
- School/Campus wide scope and sequence (reviewed yearly) balance of narratives, non-fiction & poetry units (maps of text types)
- Where appropriate, Topic (Social Sciences and Science) is aligned with literacy units
- Mainstream and EAL Year Level yearly overviews are aligned with literacy units
- Medium term planning - learning objectives are chosen and assessment methods are identified
- Once learning objective and assessment methods are identified, teaching and learning activities are then planned
- Every unit has an element of each of the domains

ASSESSMENT

Assessment is part of the teaching and learning cycle and a key component of every unit. A wide variety of tools are used to determine whether learning objectives have been met and to cater for the different needs of our students.

These tools may include:

Observations and anecdotal notes
Samples of writing

Oral presentations
Running Records

At key times in the year we administer summative assessments to measure student progress.

These may include:

- Reading Comprehension
- Spelling standardised test
- Writing Samples - moderated horizontally and vertically to attainment levels
- Year Level Tests
- Phonics diagnostics test

RESOURCES

In addition to the PNS the current (2013) appendix's have been looked at. See comments below.

Appendix 1: Spelling - this document is useful as a supplementary resource but should not be exclusively as it was written for a different demographic than we serve.

Appendix 2: Vocabulary, grammar and punctuation - this document should be considered for planning purposes.

Glossary - this document is important to ensure staff use standardised language.

YCIS Learning Outcomes
ENGLISH
Year 1

I. Speaking and Listening

Speaking

- Retell stories, ordering events using story language
- Tell stories and describe incidents from their own experience in an audible voice
- Interpret a text by reading aloud with some variety in pace and emphasis
- Experiment with and build new stores of words to communicate in different contexts

Listening

- Listen with sustained concentration, building new stores of words in different contexts
- Listen to tapes or video and express views about how a story or information has been presented
- Listen to and follow instructions accurately, asking for help and clarification if necessary

Group discussion and interaction

- Take turns to speak, listen to each other's suggestions and talk about what they are going to do
- Ask and answer questions, make relevant contributions, offer suggestions and take turns
- Explain their views to others in a small group, decide how to report the group's views to the class

Drama

- Explore familiar themes and characters through improvisation and role-play
- Act out their own and well-known stories, using voices for characters
- Discuss why they like a performance

II. Phonics and Spelling

Word Recognition: decoding (reading) and encoding (spelling)

- Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'
- Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
- Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
- Recognise automatically an increasing number of familiar high frequency words
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
- Read and spell phonically decodable two-syllable and three-syllable words

Word Structure and Spelling

- Spell new words using phonics as the prime approach
- Segment sounds into their constituent phonemes in order to spell them correctly
Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'
- Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
- Use knowledge of common inflections in spelling, such as plurals, -ly, -er

III. Reading

Word Recognition: decoding (reading) and encoding (spelling)

- Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'
- Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
- Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
- Recognise automatically an increasing number of familiar high frequency words
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
- Read and spell phonically decodable two-syllable and three-syllable words

Understanding and interpreting text

- Identify the main events and characters in stories, and find specific information in simple texts
- Use syntax and context when reading for meaning
- Make predictions showing an understanding of ideas, events and characters
- Recognise the main elements that shape different texts
- Explore the effect of patterns of language and repeated words and phrases

Engaging with and responding to texts

- Select books for personal reading and give reasons for choices
- Visualise and comment on events, characters and ideas, making imaginative links to their own experiences
- Distinguish fiction and non-fiction texts and the different purposes for reading them

IV. Writing

Creating and shaping texts

- Independently choose what to write about, plan and follow it through
- Use key features of narrative in their own writing
- Convey information and ideas in simple non-narrative forms
- Find and use new and interesting words and phrases, including story language
- Create short simple texts on paper and screen that combine words with images (and sounds)

Text structure and organization

- Write chronological and non-chronological texts using simple structures
- Group written sentences together in chunks of meaning or subject

Sentence structure and punctuation

- Compose and write simple sentences independently to communicate meaning
- Use capital letters and full stops when punctuating simple sentences

Presentation

- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately
- Use the space bar and keyboard to type their name and simple texts

V. Handwriting

Presentation

- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately
- Use the space bar and keyboard to type their name and simple texts

YCIS Learning Outcomes
ENGLISH
Year 2

I. Speaking and Listening

Speaking

- Speak with clarity and use appropriate intonation when reading and reciting texts
- Tell real and imagined stories using the conventions of familiar story language
- Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication

Listening

- Listen to others in class, ask relevant questions and follow instructions
- Listen to talk by an adult, remember some specific points and identify what they have learned
- Respond to presentations by describing characters, repeating some highlights and commenting constructively

Group discussion and interaction

- Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement
- Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on
- Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member

Drama

- Adopt appropriate roles in small or large groups and consider alternative courses of action
- Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class
- Consider how mood and atmosphere are created in live or recorded performance

II. Phonics and Spelling

Word recognition (decoding- reading and encoding-spelling)

- Read independently and with increasing fluency longer and less familiar texts
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
- Know how to tackle unfamiliar words that are not completely decodable
- Read and spell less common alternative graphemes including trigraphs
- Read high and medium frequency words independently and automatically

Word structure and spelling

- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
- Read and spell less common alternative graphemes including trigraphs

III. Reading

Word recognition (decoding- reading and encoding-spelling)

- Read independently and with increasing fluency longer and less familiar texts
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
- Know how to tackle unfamiliar words that are not completely decodable
- Read and spell less common alternative graphemes including trigraphs
- Read high and medium frequency words independently and automatically

Understanding and interpreting texts

- Draw together ideas and information from across a whole text, using simple signposts in the text
- Give some reasons why things happen or characters change
- Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
- Use syntax and context to build their store of vocabulary when reading for meaning
- Explore how particular words are used, including words and expressions with similar meanings

Engaging with and responding to texts

- Read whole books on their own, choosing and justifying selections
- Engage with books through exploring and enacting interpretations
- Explain their reactions to texts, commenting on important aspects

IV. Writing

Creating and shaping texts

- Draw on knowledge and experience of texts in deciding and planning what and how to write
- Sustain form in narrative, including use of person and time
- Maintain consistency in non-narrative, including purpose and tense
- Select from different presentational features to suit particular writing purposes on paper and on screen

Text structure and organization

- Select from different presentational features to suit particular writing purposes on paper and on screen
- Use appropriate language to make sections hang together

Sentence structure and punctuation

- Use appropriate language to make sections hang together
Compose sentences using tense consistently (present and past)
- Use question marks, and use commas to separate items in a list

Presentation

- Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
- Form and use the four basic handwriting joins
- **Wordprocess short narrative and non-narrative texts**

V. Handwriting

Presentation

- Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
- Form and use the four basic handwriting joins
- Wordprocess short narrative and non-narrative texts

YCIS Learning Outcomes
ENGLISH
Year 3

I. Speaking and Listening

Speaking

- Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
- Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively
- Develop and use specific vocabulary in different contexts

Listening

- Follow up others' points and show whether they agree or disagree in whole-class discussion
- Identify the presentational features used to communicate the main points in a broadcast
- Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus

Group discussion and interaction

- Use talk to organise roles and action
- Actively include and respond to all members of the group
- Use the language of possibility to investigate and reflect on feelings, behaviour or relationships

Drama

- Present events and characters through dialogue to engage the interest of an audience
- Use some drama strategies to explore stories or issues
- Identify and discuss qualities of others' performances, including gesture, action and costume

II. Phonics and Spelling

Word recognition (decoding- reading and encoding-spelling)

- Read independently and with increasing fluency longer and less familiar texts
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
- Know how to tackle unfamiliar words that are not completely decodable
- Read and spell less common alternative graphemes including trigraphs
- Read high and medium frequency words independently and automatically

Word structure and spelling

- Spell high and medium frequency words
- Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words
- Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules

III. Reading

Understanding and interpreting texts

- Infer characters' feelings in fiction and consequences in logical explanations
- Identify and make notes of the main points of section(s) of text
- Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen
- Use syntax, context and word structure to build their store of vocabulary as they read for meaning
- Explore how different texts appeal to readers using varied sentence structures and descriptive language

Engaging and responding to texts

- Share and compare reasons for reading preferences, extending the range of books read
- Empathise with characters and debate moral dilemmas portrayed in texts
- Identify features that writers use to provoke readers' reactions

V. Writing

Creating and shaping texts

- Make decisions about form and purpose, identify success criteria and use them to evaluate their writing
- Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved
- Write non-narrative texts using structures of different text-types
- Select and use a range of technical and descriptive vocabulary
- Use layout, format graphics and illustrations for different purposes

Text structure and organisation

- Signal sequence, place and time to give coherence
- Group related material into paragraphs

Sentence structure and punctuation

- Show relationships of time, reason and cause through subordination and connectives
- Compose sentences using adjectives, verbs and nouns for precision, clarity and impact
- Clarify meaning through the use of exclamation marks and speech marks

Presentation

- Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting

joins

- Develop accuracy and speed when using keyboard skills to type, edit and re-draft

VI. Handwriting

Presentation

- Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins
- Develop accuracy and speed when using keyboard skills to type, edit and re-draft

YCIS Learning Outcomes
ENGLISH
Year 4

I. Speaking and Listening

Speaking

- Offer reasons and evidence for their views, considering alternative opinions
- Respond appropriately to the contributions of others in the light of differing viewpoints
- Tell stories effectively and convey detailed information coherently for listeners
- Use and reflect on some ground rules for sustaining talk and interactions

Listening

- Listen to a speaker, make notes on the talk and use notes to develop a role-play
- Compare the different contributions of music, words and images in short extracts from TV programmes
- Identify how talk varies with age, familiarity, gender and purpose

Group discussion and interaction

- Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor
- Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans
- Identify the main points of each speaker, compare their arguments and how they are presented

Drama

- Create roles showing how behaviour can be interpreted from different viewpoints
- Develop scripts based on improvisation
- Comment constructively on plays and performances, discussing effects and how they are achieved

II. Phonics and Spelling

Word structure and spelling

- Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words
- Distinguish the spelling and meaning of common homophones
- Know and apply common spelling rules
- Develop a range of personal strategies for learning new and irregular words

III. Reading

Understanding and interpreting text

- Identify and summarise evidence from a text to support a hypothesis
- Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
- Use knowledge of different organisational features of texts to find information effectively
- Use knowledge of word structures and origins to develop their understanding of word meanings
- Explain how writers use figurative and expressive language to create images and atmosphere

Engaging with and responding to texts

- Read extensively favourite authors or genres and experiment with other types of text
- Interrogate texts to deepen and clarify understanding and response
- Explore why and how

IV. Writing

Creating and shaping texts

- Develop and refine ideas in writing using planning and problem-solving strategies
- Use settings and characterisation to engage readers' interest
- Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts
- Show imagination through the language used to create emphasis, humour, atmosphere or suspense
- Choose and combine words, images and other features for particular effects

Text structure and organization

- Organise text into paragraphs to distinguish between different information, events or processes
- Use adverbs and conjunctions to establish cohesion within paragraphs

Sentence structure and punctuation

- Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)
- Use commas to mark clauses, and use the apostrophe for possession

Presentation

- Write consistently with neat, legible and joined handwriting
- Use word processing packages to present written work and continue to increase speed and accuracy in typing

V. Handwriting

Presentation

- Write consistently with neat, legible and joined handwriting
- Use word processing packages to present written work and continue to increase speed and accuracy in typing

YCIS Learning Outcomes
ENGLISH
Year 5

I. Speaking and Listening

Speaking

- Tell a story using notes designed to cue techniques, such as repetition, recap and humour
- Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- Use and explore different question types and different ways words are used, including in formal and informal contexts

Listening

- Identify different question types and evaluate their impact on the audience
- Identify some aspects of talk that vary between formal and informal occasions
- Analyse the use of persuasive language

Group discussion and interaction

- Plan and manage a group task over time using different levels of planning
- Understand different ways to take the lead and support others in groups
- Understand the process of decision making

Drama

- Reflect on how working in role helps to explore complex issues
- Perform a scripted scene making use of dramatic conventions
- Use and recognise the impact of theatrical effects in drama

II. Phonics and Spelling

Word structure and spelling

- Spell words containing unstressed vowels
- Know and use less common prefixes and suffixes such as im-, ir-, -cian
- Group and classify words according to their spelling patterns and their meanings

III. Reading

Understanding and interpreting text

- Make notes on and use evidence from across a text to explain events or ideas
- Infer writers' perspectives from what is written and from what is implied
- Compare different types of narrative and information texts and identify how they are structured
- Distinguish between everyday use of words and their subject-specific use
- Explore how writers use language for comic and dramatic effects

Engaging with and responding to texts

- Reflect on reading habits and preferences and plan personal reading goals
- Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts
- Compare how a common theme is presented in poetry, prose and other media

IV. Writing

Creating and shaping texts

- Reflect independently and critically on their own writing and edit and improve it
- Experiment with different narrative form and styles to write their own stories
- Adapt non-narrative forms and styles to write fiction or factual texts, including poems
- Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail
- Create multi-layered texts, including use of hyperlinks and linked web pages

Text structure and organization

- Experiment with the order of sections and paragraphs to achieve different effects
- Change the order of material within a paragraph, moving the topic sentence

Sentence structure and punctuation

- Change the order of material within a paragraph, moving the topic sentence
- Punctuate sentences accurately, including using speech marks and apostrophes

Presentation

- Adapt handwriting for specific purposes, for example printing, use of italics
- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes

V. Handwriting

Presentation

- Adapt handwriting for specific purposes, for example printing, use of italics
- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes

YCIS Learning Outcomes
ENGLISH
Year 6

I. Speaking and Listening

Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives
- Participate in whole-class debate using the conventions and language of debate, including standard English
- Use the techniques of dialogic talk to explore ideas, topics or issues

Listening

- Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose
- Analyse and evaluate how speakers present points effectively through use of language and gesture
- Listen for language variation in formal and informal contexts
- Identify the ways spoken language varies according to differences in the context and purpose of its use

Group discussion and interaction

- Consider examples of conflict and resolution, exploring the language used
- Understand and use a variety of ways to criticise constructively and respond to criticism

Drama

- Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires
- Devise a performance considering how to adapt the performance for a specific audience
- Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

II. Phonics and Spelling

Word structure and spelling

- Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
- Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen

III. Reading

Understanding and interpreting texts

- Appraise a text quickly, deciding on its value, quality or usefulness
- Understand underlying themes, causes and points of view
- Understand how writers use different structures to create coherence and impact
- Explore how word meanings change when used in different contexts
- Recognise rhetorical devices used to argue, persuade, mislead and sway the reader

Engaging and responding to text

- Read extensively and discuss personal reading with others, including in reading groups
- Sustain engagement with longer texts, using different techniques to make the text come alive
- Compare how writers from different times and places present experiences and use language

IV. Writing

Creating and shaping texts

- Set their own challenges to extend achievement and experience in writing
- Use different narrative techniques to engage and entertain the reader
- In non-narrative, establish, balance and maintain viewpoints
- Select words and language drawing on their knowledge of literary features and formal and informal writing
- Integrate words, images and sounds imaginatively for different purposes

Text structure and organisation

- Use varied structures to shape and organise text coherently
- Use paragraphs to achieve pace and emphasis

Sentence structure and punctuation

- Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways
- Use punctuation to clarify meaning in complex sentences

Presentation

- Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style
- Select from a wide range of ICT programs to present text effectively and communicate information and ideas

V. Handwriting

Presentation

- Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style
- Select from a wide range of ICT programs to present text effectively and communicate information and ideas