YCIS

Yew Chung International School 2017

Primary English Curriculum

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.

The purpose of the YCIS English Programme is to provide the explicit teaching of foundational English language skills in order to afford students access to the broader YCIS curriculum.

Belief Statements

We believe students learn English best when they…

- Feel safe and secure in an effective, supportive and nurturing language-learning environment
- Continue to develop their mother tongue
- Understand that language gives them effective access to the wider curriculum and enables them to be confident and competent communicators
- Are given opportunities to engage socially in the English language
- Are given the tools and strategies needed to explore language and language use
- Receive support for specific language developmental needs
- 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

Overarching Learning Expectations

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

The YCIS English Programme equips students to:

- Access the curriculum and demonstrate understanding in English
- Communicate competently and confidently in both social and academic contexts
- Apply language-learning strategies to independently develop language skills both inside and outside the school

Primary Years English Curriculum Years 1 - 6

Curriculum Area Overview

	PowerSchool Reference					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Domain 1 - Speaking and Listening						
Strand A Speaking	1ESLS	2ESLS	3ESLS	4ESLS	5ESLS	6ESLS
Strand B Listening	1ESLL	2ESLL	3ESLL	4ESLL	5ESLL	6ESLL
Strand C Group Discussion and Interaction	1ESLGDI	2ESLGDI	3ESLGDI	4ESLGDI	5ESLGDI	6ESLGDI
Strand D Drama	1ESLD	2ESLD	3ESLD	4ESLD	5ESLD	6ESLD
Domain 2 - Phonics and Spelling						
Strand A Word Recognition	1EPSWR	2EPSWR	3EPSWR			
Strand B Word Structure and Spelling	1EPSWSS	2EPSWSS	3EPSWSS	4EPSWSS	5EPSWSS	6EPSWSS
Domain 3 - Reading						
Strand A Understanding and Interpreting Texts	1ERUIT	2ERUIT	3ERUIT	4ERUIT	5ERUIT	6ERUIT
Strand B Engaging with and Responding to Texts	1ERERT	2ERERT	3ERERT	4ERERT	5ERERT	6ERERT
Domain 4 - Writing						
Strand A Creating and Shaping Texts	1EWCST	2EWCST	3EWCST	4EWCST	5EWCST	6EWCST
Strand B Text Structure and Organisation	1EWTSO	2EWTSO	3EWTSO	4EWTSO	5EWTSO	6EWTSO
Strand C Sentence Structure and Punctuation	1EWSSP	2EWSSP	3EWSSP	4EWSSP	5EWSSP	6EWSSP
Domain 5 - Presentation						
Strand A Handwriting and Word Processing Skills	1EPHWP	2EPHWP	3EPHWP	4EPHWP	5EPHWP	6EPHWP

Year 1

Domain 1: Speaking and Listening

Strand A: Speaking

1ESLS1	Retell stories, ordering events using story language
1ESLS2	Tell stories and describe incidents from their own experience in an audible voice
1ESLS3	Interpret a text by reading aloud with some variety in pace and emphasis
1ESLS4	Experiment with and build new stores of words to communicate in different contexts

Strand B: Listening

1ESLL1	Listen with sustained concentration, building new stores of words in different contexts
1ESLL2	Listen to tapes or video and express views about how a story or information has been presented
1ESLL3	Listen to and follow instructions accurately, asking for help and clarification if necessary

Strand C: Group Discussion and Interaction

1ESLGDI1	Take turns to speak, listen to each other's suggestions and talk about what they are going to do
1ESLGDI2	Ask and answer questions, make relevant contributions, offer suggestions and take turns
1ESLGDI3	Explain their views to others in a small group, decide how to report the group's views to the class

Strand D: Drama

1ESLD1	Explore familiar themes and characters through improvisation and role-play
1ESLD2	Act out their own and well-known stories, using voices for characters
1ESLD3	Discuss why they like a performance

Domain 2: Phonics and Spelling

Strand A: Word Recognition

1EPSWR1	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'
1EPSWR2	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
1EPSWR3	Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
1EPSWR4	Recognise automatically an increasing number of familiar high frequency words
1EPSWR5	Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
1EPSWR6	Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
1EPSWR7	Read and spell phonically decodable two-syllable and three-syllable words

Strand B: Word Structure and Spelling

1EPSWSS1	Spell new words using phonics as the prime approach
1EPSWSS2	Segment sounds into their constituent phonemes in order to spell them correctly
1EPSWSS3	Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'
1EPSWSS4	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
1EPSWSS5	Use knowledge of common inflections in spelling, such as plurals, -ly, -er

Domain 3: Reading

Strand B: Understanding and Interpreting Texts

1ERUIT1	Identify the main events and characters in stories, and find specific information in simple texts
1ERUIT2	Use syntax and context when reading for meaning
1ERUIT3	Make predictions showing an understanding of ideas, events and characters
1ERUIT4	Recognise the main elements that shape different texts
1ERUIT5	Explore the effect of patterns of language and repeated words and phrases

Strand C: Engaging with and Responding to Texts

1ERERT1	Select books for personal reading and give reasons for choices
1ERERT2	Visualise and comment on events, characters and ideas, making imaginative links to their own experiences
1ERERT3	Distinguish fiction and non-fiction texts and the different purposes for reading them

Domain 4: Writing

Strand A: Creating and Shaping Texts

1EWCST1	Independently choose what to write about, plan and follow it through
1EWCST2	Use key features of narrative in their own writing
1EWCST3	Convey information and ideas in simple non-narrative forms
1EWCST4	Find and use new and interesting words and phrases, including story language
1EWCST5	Create short simple texts on paper and screen that combine words with images (and sounds)

Strand B: Text Structure and Organisation

1EWTSO1	Write chronological and non-chronological texts using simple structures
1EWTSO2	Group written sentences together in chunks of meaning or subject

Strand C: Sentence Structure and Punctuation

1EWSSP1	Compose and write simple sentences independently to communicate meaning
1EWSSP2	Use capital letters and full stops when punctuating simple sentences

Domain 5: Presentation

Strand A: Handwriting and Word Processing Skills

1EPHWP1	Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
1EPHWP2	Write with spaces between words accurately
1EPHWP3	Use the space bar and keyboard to type their name and simple texts

Year 2

Domain 1: Speaking and Listening

Strand A: Speaking

2ESLS1   Speak with clarity and use appropriate intonation when reading and reciting texts

2ESLS2   Tell real and imagined stories using the conventions of familiar story language

2ESLS3   Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication

Strand B: Listening

2ESLL1   Listen to others in class, ask relevant questions and follow instructions

2ESLL2   Listen to talk by an adult, remember some specific points and identify what they have learned

2ESLL3   Respond to presentations by describing characters, repeating some highlights and commenting constructively

Strand C: Group Discussion and Interaction

2ESLGDI1   Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement

2ESLGDI2   Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on

2ESLGDI3   Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member

Strand D: Drama

2ESLD1   Adopt appropriate roles in small or large groups and consider alternative courses of action

2ESLD2   Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class

2ESLD3   Consider how mood and atmosphere are created in live or recorded performance

Domain 2: Phonics and Spelling

Strand A: Word Recognition

2EPSWR1   Read independently and with increasing fluency, longer and less familiar texts

2EPSWR2   Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns

2EPSWR3   Know how to tackle unfamiliar words that are not completely decodable

2EPSWR4   Read and spell less common alternative graphemes including trigraphs

2EPSWR5   Read high and medium frequency words independently and automatically

Strand B: Word Structure and Spelling

2EPSWSS1	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
2EPSWSS2	Read and spell less common alternative graphemes including trigraphs

Domain 3: Reading

Strand B: Understanding and Interpreting Texts

2ERUIT1	Draw together ideas and information from across a whole text, using simple signposts in the text
2ERUIT2	Give some reasons why things happen or characters change
2ERUIT3	Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
2ERUIT4	Use syntax and context to build their store of vocabulary when reading for meaning
2ERUIT5	Explore how particular words are used, including words and expressions with similar meanings

Strand C: Engaging with and Responding to Texts

2ERERT1	Read whole books on their own, choosing and justifying selections
2ERERT2	Engage with books through exploring and enacting interpretations
2ERERT3	Explain their reactions to texts, commenting on important aspects

Domain 4: Writing

Strand A: Creating and Shaping Texts

2EWCST1	Draw on knowledge and experience of texts in deciding and planning what and how to write
2EWCST2	Sustain form in narrative, including use of person and time
2EWCST3	Maintain consistency in non-narrative, including purpose and tense
2EWCST4	Select from different presentational features to suit particular writing purposes on paper and on screen

Strand B: Text Structure and Organisation

2EWTSO1	Use planning to establish clear sections for writing
2EWTSO2	Use appropriate language to make sections hang together

Strand C: Sentence Structure and Punctuation

2EWSSP1	Write simple and compound sentences and begin to use subordination in relation to time and reason
2EWSSP2	Compose sentences using tense consistently (present and past)
2EWSSP3	Use commas to separate items in a list
2EWSSP4	Use capital letters, fullstops, question and exclamation to demarcate sentences
2EWSSP5	Use apostrophes to mark where letters are missing in contractions and to mark singular possession in nouns

Domain 5: Presentation

Strand A: Handwriting and Word Processing Skills

2EPHWP1	Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
2EPHWP2	Form and use the four basic handwriting joins
2EPHWP3	Word process short narrative and non-narrative texts

Year 3

Domain 1: Speaking and Listening

Strand A: Speaking

3ESLS1	Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
3ESLS2	Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively
3ESLS3	Develop and use specific vocabulary in different contexts

Strand B: Listening

3ESLL1	Follow up others' points and show whether they agree or disagree in whole-class discussion
3ESLL2	Identify the presentational features used to communicate the main points in a broadcast
3ESLL3	Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus

Strand C: Group Discussion and Interaction

3ESLGDI1	Use talk to organise roles and action
3ESLGDI2	Actively include and respond to all members of the group
3ESLGDI3	Use the language of possibility to investigate and reflect on feelings, behaviour or relationships

Strand D: Drama

3ESLD1	Present events and characters through dialogue to engage the interest of an audience
3ESLD2	Use some drama strategies to explore stories or issues
3ESLD3	Identify and discuss qualities of others' performances, including gesture, action and costume

Domain 2: Phonics and Spelling

Strand A: Word Recognition

3EPSWR1	Read independently and with increasing fluency, longer and less familiar texts
3EPSWR2	Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
3EPSWR3	Know how to tackle unfamiliar words that are not completely decodable
3EPSWR4	Read and spell less common alternative graphemes including trigraphs
3EPSWR5	Read high and medium frequency words independently and automatically

Strand B: Word Structure and Spelling

3EPSWSS1	Spell high and medium frequency words
3EPSWSS2	Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words
3EPSWSS3	Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules

Domain 3: Reading

Strand B: Understanding and Interpreting Texts

3ERUIT1	Infer characters' feelings in fiction and consequences in logical explanations
3ERUIT2	Identify and make notes of the main points of section(s) of text
3ERUIT3	Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen
3ERUIT4	Use syntax, context and word structure to build their store of vocabulary as they read for meaning
3ERUIT5	Explore how different texts appeal to readers using varied sentence structures and descriptive language

Strand C: Engaging with and Responding to Texts

3ERERT1	Share and compare reasons for reading preferences, extending the range of books read
3ERERT2	Empathise with characters and debate moral dilemmas portrayed in texts
3ERERT3	Identify features that writers use to provoke readers' reactions

Domain 4: Writing

Strand A: Creating and Shaping Texts

3EWCST1	Make decisions about form and purpose, identify success criteria and use them to evaluate their writing
3EWCST2	Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved
3EWCST3	Write non-narrative texts using structures of different text-types
3EWCST4	Select and use a range of technical and descriptive vocabulary
3EWCST5	Use layout, format graphics and illustrations for different purposes

Strand B: Text Structure and Organisation

3EWTSO1	Signal sequence, place and time to give coherence
3EWTSO2	Group related material into paragraphs

Strand C: Sentence Structure and Punctuation

3EWSSP1   Show relationships of time, reason and cause through subordination and connectives

3EWSSP2   Compose sentences using adjectives, verbs and nouns for precision, clarity and impact

3EWSSP3   Clarify meaning through the use of exclamation marks and speech marks

Domain 5: Presentation

Strand A: Handwriting and Word Processing Skills

3EPHWP1   Write with consistency in the size and proportion of letters and spacing within and between words, using correct   formation of handwriting joins

3EPHWP2   Develop accuracy and speed when using keyboard skills to type, edit and re-draft

Year 4

Year 4 - Domain 1: Speaking and Listening

Strand A: Speaking

4ESLS1	Specify reasons and evidence for their views, considering alternative opinions
4ESLS2	Respond appropriately to the contributions of others in the light of differing viewpoints
4ESLS3	Tell stories effectively and convey detailed information coherently for listeners
4ESLS4	Use and reflect on some ground rules for sustaining talk and interactions

Strand B: Listening

4ESLL1	Listen to a speaker, make notes on the talk and use notes to develop a role-play
4ESLL2	Compare the different contributions of music, words and images in short extracts from TV programmes
4ESLL3	Identify how talk varies with age, familiarity, gender and purpose

Strand C: Group Discussion and Interaction

4ESLGDI1	Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor
4ESLGDI2	Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans
4ESLGDI3	Identify the main points of each speaker, compare their arguments and how they are presented

Strand D: Drama

4ESLD1	Create roles showing how behaviour can be interpreted from different viewpoints
4ESLD2	Develop scripts based on improvisation
4ESLD3	Comment constructively on plays and performances, discussing effects and how they are achieved

Domain 2: Phonics and Spelling

Strand B: Word Structure and Spelling

4EPSWSS1	Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words
4EPSWSS2	Distinguish the spelling and meaning of common homophones
4EPSWSS3	Know and apply common spelling rules
4EPSWSS4	Develop a range of personal strategies for learning new and irregular words

Domain 3: Reading

Strand B: Understanding and Interpreting Texts

4ERUIT1	Identify and summarise evidence from a text to support a hypothesis
4ERUIT2	Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
4ERUIT3	Use knowledge of different organisational features of texts to find information effectively
4ERUIT4	Use knowledge of word structures and origins to develop their understanding of word meanings
4ERUIT5	Explain how writers use figurative and expressive language to create images and atmosphere

Strand C: Engaging with and Responding to Texts

4ERERT1	Read extensively favourite authors or genres and experiment with other types of text
4ERERT2	Interrogate texts to deepen and clarify understanding and response
4ERERT3	Explore why and how writers write, through face-to-face and online contact with authors

Domain 4: Writing

Strand A: Creating and Shaping Texts

4EWCST1	Develop and refine ideas in writing using planning and problem-solving strategies
4EWCST2	Use settings and characterisation to engage readers' interest
4EWCST3	Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts
4EWCST4	Show imagination through the language used to create emphasis, humour, atmosphere or suspense
4EWCST5	Choose and combine words, images and other features for particular effects

Strand B: Text Structure and Organisation

4EWTSO1	Organise text into paragraphs to distinguish between different information, events or processes
4EWTSO2	Use adverbs and conjunctions to establish cohesion within paragraphs

Strand C: Sentence Structure and Punctuation

4EWSSP1	Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)
4EWSSP2	Use commas to mark clauses, and use the apostrophe for possession

Domain 5: Presentation

Strand A: Handwriting and Word Processing Skills

4EPHWP1   Write consistently with neat, legible and joined handwriting

4EPHWP2   Use word processing packages to present written work and continue to increase speed and accuracy in typing

Year 5

Domain 1: Speaking and Listening

Strand A: Speaking

5ESLS1   Tell a story using notes designed to cue techniques, such as repetition, recap and humour

5ESLS2   Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language

5ESLS3   Use and explore different question types and different ways words are used, including in formal and informal contexts

Strand B: Listening

5ESLL1   Identify different question types and evaluate their impact on the audience

5ESLL2   Identify some aspects of talk that vary between formal and informal occasions

5ESLL3   Analyse the use of persuasive language

Strand C: Group Discussion and Interaction

5ESLGDI1   Plan and manage a group task over time using different levels of planning

5ESLGDI2   Demonstrate different ways to take the lead and support others in groups

5ESLGDI3   Demonstrate understanding of the process of decision making

Strand D: Drama

5ESLD1   Reflect on how working in role helps to explore complex issues

5ESLD2   Perform a scripted scene making use of dramatic conventions

5ESLD3   Use and recognise the impact of theatrical effects in drama

Domain 2: Phonics and Spelling

Strand B: Word Structure and Spelling

5EPSWSS1   Spell words containing unstressed vowels

5EPSWSS2   Know and use less common prefixes and suffixes such as im-, ir-, -cian

5EPSWSS3   Group and classify words according to their spelling patterns and their meanings

Domain 3: Reading

Strand B: Understanding and Interpreting Texts

5ERUIT1   Make notes on and use evidence from across a text to explain events or ideas

5ERUIT2   Infer writers' perspectives from what is written and from what is implied

5ERUIT3	Compare different types of narrative and information texts and identify how they are structured
5ERUIT4	Distinguish between everyday use of words and their subject-specific use
5ERUIT5	Explore how writers use language for comic and dramatic effects

Strand C: Engaging with and Responding to Texts

5ERERT1	Reflect on reading habits and preferences and plan personal reading goals
5ERERT2	Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts
5ERERT3	Compare how a common theme is presented in poetry, prose and other media

Domain 4: Writing

Strand A: Creating and Shaping Texts

5EWCST1	Reflect independently and critically on their own writing and edit and improve it
5EWCST2	Experiment with different narrative form and styles to write their own stories
5EWCST3	Adapt non-narrative forms and styles to write fiction or factual texts, including poems
5EWCST4	Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail
5EWCST5	Create multi-layered texts, including use of hyperlinks and linked web pages

Strand B: Text Structure and Organisation

| 5EWTSO1 | Experiment with the order of sections and paragraphs to achieve different effects |
| 5EWTSO2 | Change the order of material within a paragraph, moving the topic sentence |

Strand C: Sentence Structure and Punctuation

| 5EWSSP1 | Adapt sentence construction to different text-types, purposes and readers |
| 5EWSSP2 | Punctuate sentences accurately, including using speech marks and apostrophes |

Domain 5: Presentation

Strand A: Handwriting and Word Processing Skills

| 5EPHWP1 | Adapt handwriting for specific purposes, for example printing, use of italics |
| 5EPHWP2 | Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes |

Year 6

Domain 1: Speaking and Listening

Strand A: Speaking

6ESLS1	Use a range of oral techniques to present persuasive arguments and engaging narratives
6ESLS2	Participate in whole-class debate using the conventions and language of debate, including standardmEnglish
6ESLS3	Use the techniques of dialogic talk to explore ideas, topics or issues

Strand B: Listening

6ESLL1	Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose
6ESLL2	Analyse and evaluate how speakers present points effectively through use of language and gesture
6ESLL3	Listen for language variation in formal and informal contexts
6ESLL4	Identify the ways spoken language varies according to differences in the context and purpose of its use

Strand C: Group Discussion and Interaction

6ESLGDI1	Consider examples of conflict and resolution, exploring the language used
6ESLGDI2	Understand and use a variety of ways to criticise constructively and respond to criticism

Strand D: Drama

6ESLD1	Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires
6ESLD2	Devise a performance considering how to adapt the performance for a specific audience
6ESLD3	Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

Domain 2: Phonics and Spelling

Strand B: Word Structure and Spelling

6EPSWSS1	Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
6EPSWSS2	Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen

Domain 3: Reading

Strand B: Understanding and Interpreting Texts

6ERUIT1	Appraise a text quickly, deciding on its value, quality or usefulness
6ERUIT2	Understand underlying themes, causes and points of view
6ERUIT3	Understand how writers use different structures to create coherence and impact
6ERUIT4	Explore how word meanings change when used in different contexts
6ERUIT5	Recognise rhetorical devices used to argue, persuade, mislead and sway the reader

Strand C: Engaging with and Responding to Texts

6ERERT1   Read extensively and discuss personal reading with others, including in reading groups

6ERERT2   Sustain engagement with longer texts, using different techniques to make the text come alive

6ERERT3   Compare how writers from different times and places present experiences and use language

Domain 4: Writing

Strand A: Creating and Shaping Texts

6EWCST1   Set their own challenges to extend achievement and experience in writing

6EWCST2   Use different narrative techniques to engage and entertain the reader

6EWCST3   In non-narrative, establish, balance and maintain viewpoints

6EWCST4   Select words and language drawing on their knowledge of literary features and formal and informal writing

6EWCST5   Integrate words, images and sounds imaginatively for different purposes

Strand B: Text Structure and Organisation

6EWTSO1   Use varied structures to shape and organise text coherently

6EWTSO2   Use paragraphs to achieve pace and emphasis

Strand C: Sentence Structure and Punctuation

6EWSSP1   Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways

6EWSSP2   Use punctuation to clarify meaning in complex sentences

Domain 5: Presentation

Strand A: Handwriting and Word Processing Skills

6EPHWP1   Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style

6EPHWP2   Select from a wide range of ICT programmes to present text effectively and communicate information and ideas

Domain 1: Speaking and Listening

Strand A: Speaking

Year 1	1ESLS1	Retell stories, ordering events using story language
	1ESLS2	Tell stories and describe incidents from their own experience in an audible voice
	1ESLS3	Interpret a text by reading aloud with some variety in pace and emphasis
	1ESLS4	Experiment with and build new stores of words to communicate in different contexts
Year 2	2ESLS1	Speak with clarity and use appropriate intonation when reading and reciting texts
	2ESLS2	Tell real and imagined stories using the conventions of familiar story language
	2ESLS3	Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication
Year 3	3ESLS1	Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
	3ESLS2	Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively
	3ESLS3	Develop and use specific vocabulary in different contexts
Year 4	4ESLS1	Specify reasons and evidence for their views, considering alternative opinions
	4ESLS2	Respond appropriately to the contributions of others in the light of differing viewpoints
	4ESLS3	Tell stories effectively and convey detailed information coherently for listeners
	4ESLS4	Use and reflect on some ground rules for sustaining talk and interactions
Year 5	5ESLS1	Tell a story using notes designed to cue techniques, such as repetition, recap and humour
	5ESLS2	Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
	5ESLS3	Use and explore different question types and different ways words are used, including in formal and informal contexts
Year 6	6ESLS1	Use a range of oral techniques to present persuasive arguments and engaging narratives
	6ESLS2	Participate in whole-class debate using the conventions and language of debate, including standard English
	6ESLS3	Use the techniques of dialogic talk to explore ideas, topics or issues

Strand B: Listening

Year 1	1ESLL1	Listen with sustained concentration, building new stores of words in different contexts
	1ESLL2	Listen to tapes or video and express views about how a story or information has been presented
	1ESLL3	Listen to and follow instructions accurately, asking for help and clarification if necessary
Year 2	2ESLL1	Listen to others in class, ask relevant questions and follow instructions
	2ESLL2	Listen to talk by an adult, remember some specific points and identify what they have learned
	2ESLL3	Respond to presentations by describing characters, repeating some highlights and commenting constructively

Year 3	3ESLL1	Follow up others' points and show whether they agree or disagree in whole-class discussion
	3ESLL2	Identify the presentational features used to communicate the main points in a broadcast
	3ESLL3	Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus
Year 4	4ESLL1	Listen to a speaker, make notes on the talk and use notes to develop a role-play
	4ESLL2	Compare the different contributions of music, words and images in short extracts from TV programmes
	4ESLL3	Identify how talk varies with age, familiarity, gender and purpose
Year 5	5ESLL1	Identify different question types and evaluate their impact on the audience
	5ESLL2	Identify some aspects of talk that vary between formal and informal occasions
	5ESLL3	Analyse the use of persuasive language
Year 6	6ESLL1	Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose
	6ESLL2	Analyse and evaluate how speakers present points effectively through use of language and gesture
	6ESLL3	Listen for language variation in formal and informal contexts
	6ESLL4	Identify the ways spoken language varies according to differences in the context and purpose of its use

Strand C: Group Discussion and Interaction

Year 1	1ESLGDI1	Take turns to speak, listen to each other's suggestions and talk about what they are going to do
	1ESLGDI2	Ask and answer questions, make relevant contributions, offer suggestions and take turns
	1ESLGDI3	Explain their views to others in a small group, decide how to report the group's views to the class
Year 2	2ESLGDI1	Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement
	2ESLGDI2	Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on
	2ESLGDI3	Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member
Year 3	3ESLGDI1	Use talk to organise roles and action
	3ESLGDI2	Actively include and respond to all members of the group
	3ESLGDI3	Use the language of possibility to investigate and reflect on feelings, behaviour or relationships
Year 4	4ESLGDI1	Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor
	4ESLGDI2	Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans
	4ESLGDI3	Identify the main points of each speaker, compare their arguments and how they are presented
Year 5	5ESLGDI1	Plan and manage a group task over time using different levels of planning
	5ESLGDI2	Demonstrate different ways to take the lead and support others in groups
	5ESLGDI3	Demonstrate understanding of the process of decision making
Year 6	6ESLGDI1	Consider examples of conflict and resolution, exploring the language used
	6ESLGDI2	Understand and use a variety of ways to criticise constructively and respond to criticism

Strand D: Drama

Year 1	1ESLD1	Explore familiar themes and characters through improvisation and role-play
	1ESLD2	Act out their own and well-known stories, using voices for characters
	1ESLD3	Discuss why they like a performance
Year 2	2ESLD1	Adopt appropriate roles in small or large groups and consider alternative courses of action
	2ESLD2	Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class
	2ESLD3	Consider how mood and atmosphere are created in live or recorded performance
Year 3	3ESLD1	Present events and characters through dialogue to engage the interest of an audience
	3ESLD2	Use some drama strategies to explore stories or issues
	3ESLD3	Identify and discuss qualities of others' performances, including gesture, action and costume
Year 4	4ESLD1	Create roles showing how behaviour can be interpreted from different viewpoints
	4ESLD2	Develop scripts based on improvisation
	4ESLD3	Comment constructively on plays and performances, discussing effects and how they are achieved
Year 5	5ESLD1	Reflect on how working in role helps to explore complex issues
	5ESLD2	Perform a scripted scene making use of dramatic conventions
	5ESLD3	Use and recognise the impact of theatrical effects in drama
Year 6	6ESLD1	Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires
	6ESLD2	Devise a performance considering how to adapt the performance for a specific audience
	6ESLD3	Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

Domain 2: Phonics and Spelling

Strand A: Word Recognition

Year 1	1EPSWR1	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'
	1EPSWR2	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
	1EPSWR3	Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
	1EPSWR4	Recognise automatically an increasing number of familiar high frequency words
	1EPSWR5	Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
	1EPSWR6	Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
	1EPSWR7	Read and spell phonically decodable two-syllable and three-syllable words
Year 2	2EPSWR1	Read independently and with increasing fluency longer and less familiar texts
	2EPSWR2	Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
	2EPSWR3	Know how to tackle unfamiliar words that are not completely decodable
	2EPSWR4	Read and spell less common alternative graphemes including trigraphs
	2EPSWR5	Read high and medium frequency words independently and automatically
Year 3	3EPSWR1	Read independently and with increasing fluency, longer and less familiar texts
	3EPSWR2	Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
	3EPSWR3	Know how to tackle unfamiliar words that are not completely decodable
	3EPSWR4	Read and spell less common alternative graphemes including trigraphs
	3EPSWR5	Read high and medium frequency words independently and automatically

Strand B: Word Structure and Spelling

Year 1	1EPSWSS1	Spell new words using phonics as the prime approach
	1EPSWSS2	Segment sounds into their constituent phonemes in order to spell them correctly
	1EPSWSS3	Move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'
	1EPSWSS4	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
	1EPSWSS5	Use knowledge of common inflections in spelling, such as plurals, -ly, -er

Year 2	2EPSWSS1	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
	2EPSWSS2	Read and spell less common alternative graphemes including trigraphs
Year 3	3EPSWSS1	Spell high and medium frequency words
	3EPSWSS2	Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words
	3EPSWSS3	Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules
Year 4	4EPSWSS1	Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words
	4EPSWSS2	Distinguish the spelling and meaning of common homophones
	4EPSWSS3	Know and apply common spelling rules
	4EPSWSS4	Develop a range of personal strategies for learning new and irregular words
Year 5	5EPSWSS1	Spell words containing unstressed vowels
	5EPSWSS2	Know and use less common prefixes and suffixes such as im-, ir-, -cian
	5EPSWSS3	Group and classify words according to their spelling patterns and their meanings
Year 6	6EPSWSS1	Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
	6EPSWSS2	Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen

Domain 3: Reading

Strand B: Understanding and Interpreting Texts

Year 1	1ERUIT1	Identify the main events and characters in stories, and find specific information in simple texts
	1ERUIT2	Use syntax and context when reading for meaning
	1ERUIT3	Make predictions showing an understanding of ideas, events and characters
	1ERUIT4	Recognise the main elements that shape different texts
	1ERUIT5	Explore the effect of patterns of language and repeated words and phrases
Year 2	2ERUIT1	Draw together ideas and information from across a whole text, using simple signposts in the text
	2ERUIT2	Give some reasons why things happen or characters change
	2ERUIT3	Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
	2ERUIT4	Use syntax and context to build their store of vocabulary when reading for meaning
	2ERUIT5	Explore how particular words are used, including words and expressions with similar meanings
Year 3	3ERUIT1	Infer characters' feelings in fiction and consequences in logical explanations
	3ERUIT2	Identify and make notes of the main points of section(s) of text
	3ERUIT3	Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen
	3ERUIT4	Use syntax, context and word structure to build their store of vocabulary as they read for meaning
	3ERUIT5	Explore how different texts appeal to readers using varied sentence structures and descriptive language
Year 4	4ERUIT1	Identify and summarise evidence from a text to support a hypothesis
	4ERUIT2	Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
	4ERUIT3	Use knowledge of different organisational features of texts to find information effectively
	4ERUIT4	Use knowledge of word structures and origins to develop their understanding of word meanings
	4ERUIT5	Explain how writers use figurative and expressive language to create images and atmosphere
Year 5	5ERUIT1	Make notes on and use evidence from across a text to explain events or ideas
	5ERUIT2	Infer writers' perspectives from what is written and from what is implied
	5ERUIT3	Compare different types of narrative and information texts and identify how they are structured
	5ERUIT4	Distinguish between everyday use of words and their subject-specific use
	5ERUIT5	Explore how writers use language for comic and dramatic effects
Year 6	6ERUIT1	Appraise a text quickly, deciding on its value, quality or usefulness
	6ERUIT2	Understand underlying themes, causes and points of view
	6ERUIT3	Understand how writers use different structures to create coherence and impact
	6ERUIT4	Explore how word meanings change when used in different contexts
	6ERUIT5	Recognise rhetorical devices used to argue, persuade, mislead and sway the reader

Strand C: Engaging with and Responding to Texts

Year 1	1ERERT1	Select books for personal reading and give reasons for choices
	1ERERT2	Visualise and comment on events, characters and ideas, making imaginative links to their own experiences
	1ERERT3	Distinguish fiction and non-fiction texts and the different purposes for reading them
Year 2	2ERERT1	Read whole books on their own, choosing and justifying selections
	2ERERT2	Engage with books through exploring and enacting interpretations
	2ERERT3	Explain their reactions to texts, commenting on important aspects
Year 3	3ERERT1	Share and compare reasons for reading preferences, extending the range of books read
	3ERERT2	Empathise with characters and debate moral dilemmas portrayed in texts
	3ERERT3	Identify features that writers use to provoke readers' reactions
Year 4	4ERERT1	Read extensively favourite authors or genres and experiment with other types of text
	4ERERT2	Interrogate texts to deepen and clarify understanding and response
	4ERERT3	Explore why and how writers write, through face-to-face and online contact with authors
Year 5	5ERERT1	Reflect on reading habits and preferences and plan personal reading goals
	5ERERT2	Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts
	5ERERT3	Compare how a common theme is presented in poetry, prose and other media
Year 6	6ERERT1	Read extensively and discuss personal reading with others, including in reading groups
	6ERERT2	Sustain engagement with longer texts, using different techniques to make the text come alive
	6ERERT3	Compare how writers from different times and places present experiences and use language

Domain 4: Writing

Strand A: Creating and Shaping Texts

Year 1	1EWCST1	Independently choose what to write about, plan and follow it through
	1EWCST2	Use key features of narrative in their own writing
	1EWCST3	Convey information and ideas in simple non-narrative forms
	1EWCST4	Find and use new and interesting words and phrases, including story language
	1EWCST5	Create short simple texts on paper and screen that combine words with images (and sounds)
Year 2	2EWCST1	Draw on knowledge and experience of texts in deciding and planning what and how to write
	2EWCST2	Sustain form in narrative, including use of person and time
	2EWCST3	Maintain consistency in non-narrative, including purpose and tense
	2EWCST4	Select from different presentational features to suit particular writing purposes on paper and on screen
Year 3	3EWCST1	Make decisions about form and purpose, identify success criteria and use them to evaluate their writing
	3EWCST2	Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved
	3EWCST3	Write non-narrative texts using structures of different text-types
	3EWCST4	Select and use a range of technical and descriptive vocabulary
	3EWCST5	Use layout, format graphics and illustrations for different purposes
Year 4	4EWCST1	Develop and refine ideas in writing using planning and problem-solving strategies
	4EWCST2	Use settings and characterisation to engage readers' interest
	4EWCST3	Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts
	4EWCST4	Show imagination through the language used to create emphasis, humour, atmosphere or suspense
	4EWCST5	Choose and combine words, images and other features for particular effects
Year 5	5EWCST1	Reflect independently and critically on their own writing and edit and improve it
	5EWCST2	Experiment with different narrative form and styles to write their own stories
	5EWCST3	Adapt non-narrative forms and styles to write fiction or factual texts, including poems
	5EWCST4	Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail
	5EWCST5	Create multi-layered texts, including use of hyperlinks and linked web pages
Year 6	6EWCST1	Set their own challenges to extend achievement and experience in writing
	6EWCST2	Use different narrative techniques to engage and entertain the reader
	6EWCST3	In non-narrative, establish, balance and maintain viewpoints
	6EWCST4	Select words and language drawing on their knowledge of literary features and formal and informal writing
	6EWCST5	Integrate words, images and sounds imaginatively for different purposes

Strand B: Text Structure and Organisation

Year 1	1EWTSO1	Write chronological and non-chronological texts using simple structures
	1EWTSO2	Group written sentences together in chunks of meaning or subject
Year 2	2EWTSO1	Use planning to establish clear sections for writing
	2EWTSO2	Use appropriate language to make sections hang together
Year 3	3EWTSO1	Signal sequence, place and time to give coherence
	3EWTSO2	Group related material into paragraphs
Year 4	4EWTSO1	Organise text into paragraphs to distinguish between different information, events or processes
	4EWTSO2	Use adverbs and conjunctions to establish cohesion within paragraphs
Year	5EWTSO1	Experiment with the order of sections and paragraphs to achieve different effects
	5EWTSO2	Change the order of material within a paragraph, moving the topic sentence
Year 6	6EWTSO1	Use varied structures to shape and organise text coherently
	6EWTSO2	Use paragraphs to achieve pace and emphasis

Strand C: Sentence Structure and Punctuation

Year 1	1EWSSP1	Compose and write simple sentences independently to communicate meaning
	1EWSSP2	Use capital letters and full stops when punctuating simple sentences
Year 2	2EWSSP1	Write simple and compound sentences and begin to use subordination in relation to time and reason
	2EWSSP2	Compose sentences using tense consistently (present and past)
	2EWSSP3	Use commas to separate items in a list
	2EWSSP4	Use capital letters, fullstops, question and exclamation to demarcate sentences
	2EWSSP5	Use apostrophes to mark where letters are missing in contractions and to mark singular possession in nouns
Year 3	3EWSSP1	Show relationships of time, reason and cause through subordination and connectives
	3EWSSP2	Compose sentences using adjectives, verbs and nouns for precision, clarity and impact
	3EWSSP3	Clarify meaning through the use of exclamation marks and speech marks
Year 4	4EWSSP1	Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)
	4EWSSP2	Use commas to mark clauses, and use the apostrophe for possession
Year 5	5EWSSP1	Adapt sentence construction to different text-types, purposes and readers
	5EWSSP2	Punctuate sentences accurately, including using speech marks and apostrophes
Year 6	6EWSSP1	Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways
	6EWSSP2	Use punctuation to clarify meaning in complex sentences

Domain 5: Presentation

Strand A: Strand A: Handwriting and Word Processing Skills

Year 1	1EPHWP1	Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip	
	1EPHWP2	Write with spaces between words accurately	
	1EPHWP3	Use the space bar and keyboard to type their name and simple texts	
Year 2	2EPHWP1	Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words	
	2EPHWP2	Form and use the four basic handwriting joins	
	2EPHWP3	Word process short narrative and non-narrative texts	
Year 3	3EPHWP1	Write with consistency in the size and proportion of letters and spacing within and between words, using correct formation of handwriting joins	
	3EPHWP2	Develop accuracy and speed when using keyboard skills to type, edit and re-draft	
Year 4	4EPHWP1	Write consistently with neat, legible and joined handwriting	
	4EPHWP2	Use word processing packages to present written work and continue to increase speed and accuracy in typing	
Year 5	5EPHWP1	Adapt handwriting for specific purposes, for example printing, use of italics	
	5EPHWP2	Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes	
Year 6	6EPHWP1	Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style	
	6EPHWP2	Select from a wide range of ICT programmes to present text effectively and communicate information and ideas	