

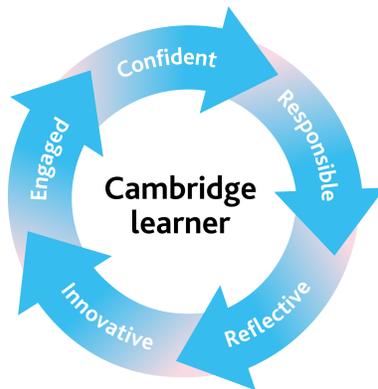
## Cambridge Language Arts Learning Objectives

### Quicklinks:

- [Kindergarten](#)
- [First Grade](#)
- [Second Grade](#)
- [Third Grade](#)
- [Fourth Grade](#)
- [Fifth Grade](#)
- [Sixth - Eighth Grades Text Selections](#)
- [Sixth Grade](#)
- [Seventh Grade](#)
- [Eighth Grade](#)

Cambridge Language Arts programme empowers learners in their application of English, and encourages life-long enthusiasm for reading, writing and spoken communication. It develops communication skills in English that learners can apply in everyday situations and in study. It also equips learners with transferrable language skills for interrogating and producing spoken and written texts, and working collaboratively. Together the reading, writing, speaking and listening skills acquired through Cambridge Language Arts programme support learners' overall intellectual, creative and social development.

Cambridge Language Arts programme develops confident and inquisitive readers who enjoy reading for pleasure, and are able to access information from texts and make decisions about its reliability. Reading and discussing a wide range of texts with diverse themes, and from different contexts, supports learners' independent reading choices and their cultural, social and emotional development. Learners develop speaking and writing skills that enable them to share their understanding, ideas and feelings clearly and accurately in English. By analysing, evaluating and discussing spoken and written texts, learners gain competence in adapting their communication creatively and effectively for different audiences and purposes. Learners' speaking and listening skills develop beyond simply sharing and gaining information. They also learn how to listen and respond to others effectively in order to achieve shared understanding or goals, and to express themselves creatively through drama.



**Responsible** – Learners take responsibility for their learning, including by choosing texts to read for pleasure. They explore texts to further their knowledge and understanding of different topics, styles and opinions, and to inform their own writing. Learners discuss ideas collaboratively and take joint responsibility for completing group tasks.

**Innovative** – Learners apply their reading skills flexibly to a range of texts, extracting and evaluating information. They write and speak clearly and creatively, making decisions about how to present their ideas, including appropriate use of technology. In discussions, learners share and build on new ideas, adapting flexibly to new ways of thinking.

**Confident** – Learners develop the reading, writing, speaking and listening skills needed to become confident communicators. They analyse and evaluate spoken and written texts, communicating their own ideas and opinions, and responding respectfully to the opinions of others. They experiment with their writing and speaking, building confidence in taking risks and learning from experience.

**Engaged** – Learners are engaged readers, writers, listeners and speakers, able to understand and communicate with English speakers around the world. They are curious about texts with different purposes and contexts, both from their own and other cultures. They are keen to share their ideas and opinions with others, including through sharing text recommendations.

**Reflective** – Learners reflect on and evaluate their own and others' speaking and writing, identifying areas for improvement and ideas to apply in the future. They develop the speaking skills required to give feedback, and to discuss and refine evaluations. They reflect on what they have read or heard, making connections with their own experiences and judgements about the reliability of sources.

### Overview of teaching approaches

Cambridge Language Arts programme is designed to be taught using a broad range of activities that promote experience, reflection and improvement. Wherever possible, reading, writing, and speaking and listening are taught in an integrated way, rather than focusing each lesson on a single skill. Lessons include regular opportunities for learners to explore and analyse, be creative and collaborate. Grammar and punctuation are taught in context to provide learners with an authentic and meaningful learning experience. It is expected that learners have some experience of responding to and applying vocabulary, language and grammatical structures in everyday listening and speaking before they are taught formally through reading and writing, and during it as well.

# Kindergarten

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats. The following texts are particularly recommended for Kindergarten:

- **Fiction:**
  - Genres: Simple stories including those with repetition and rhyme – traditional tales; stories with familiar settings; stories with fantasy settings
  - Poetry: traditional rhymes; simple rhyming poems; poems on similar themes
- **Non-fiction:**
  - Recounts: recounts of personal experiences
  - Instructions: including those with information presented in lists and labels, e.g. recipes, posters, signs
  - Information texts: including those with contents pages, headings and captioned images

## Resources:

- Cambridge Press, Pen Pals for Handwriting
- Cambridge Press, Primary English
- Lucy Calkins of Columbia University Teachers College Units of Study in Writing
- IXL
- Reading A-Z

## Reading

### Word structure (phonics)

- Know the name of each letter in the English alphabet and the most common sound (phoneme) associated with it.
- Identify the sounds (phonemes) represented by more than one letter (consonant digraphs; vowel digraphs; trigraphs, e.g. th, sh, ch; ai, ee; igh).
- Blend to identify the sounds represented by adjacent consonants, e.g. br, nd.
- Read verbs with endings -s, -ed and -ing.
- Use phonic knowledge to read decodable words.
- Use phonic knowledge to sound out some elements of unfamiliar words.
- Begin to recognise a range of common words on sight, including common exception words.

### Vocabulary and language

- Begin to show understanding of words and sentences encountered in reading.
- Use pictures in texts as cues to support understanding of unfamiliar words.
- Identify and record interesting and significant words from texts to inform own writing.
- Recite the alphabet in order.
- Explore sounds and words in texts, e.g. rhyming words, rhythm

### Grammar and punctuation

- Re-read text showing understanding of capital letters and full stops to indicate sentences, and simple grammatical links between words, e.g. [The girl] [is playing] with [her ball].
- Explore in texts, and understand, the use of full stops and different uses of capital letters.
- Identify sentences in texts.

- Explore in texts sentences that contain and.
- Explore in texts, and understand, the grammar of statements, including the importance of verbs and word order.
- Explore in texts examples of nouns and verbs.
- Explore, and understand, the use of articles the and a or an in sentences.

### **Structure of texts**

- Talk about the sequence of events or actions in a text, e.g. what happens at the beginning, in the middle and at the end of a story.
- Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.
- Explore and recognise parts of a book, including cover, title and contents.
- Explore and recognise how texts for different purposes look different, e.g. different uses of pictures.

### **Interpretation of texts**

- Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements.
- Identify the characteristics of simple stories.
- Read and explore a range of simple non-fiction text types.
- Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features.
- Explore explicit meanings in simple texts.
- Retell a familiar story verbally, including most of the relevant information.
- Identify the main characters in a story and talk about what happens to them.
- Find information by reading labels, lists and captions.
- Explore implicit meanings in simple texts.
- Anticipate what happens next in a story.
- Make simple inferences based on events in a text.
- Respond verbally to simple questions about texts read or heard.
- Answer questions about texts with some explanation of thinking.
- Show understanding of rhyme and repetition when joining in with reading familiar simple stories and poems.

### **Appreciation and reflection**

- Enjoy reading and hearing a range of simple stories, poems and non-fiction texts.
- Join in with some words and phrases when reading familiar simple stories and poems together.
- Read aloud simple texts independently.
- Talk about texts heard or read, including making links with own experiences and expressing likes and dislikes.
- Begin to make choices about books to read or listen to for pleasure.
- Begin to identify how contexts and events in stories are the same as or different from real life.

## **Writing**

### **Word structure (spelling)**

- Identify the most common letter(s) (grapheme(s)) associated with each sound in the English language.
- Identify letters (graphemes) for adjacent consonants (e.g. br, nd) and consonant digraphs, including th, ch and sh.
- Relate rhyme to shared spelling patterns, e.g. rock, clock, sock.
- Explore and use plural nouns with endings -s and -es, and understand the effect on the meaning of a noun of adding these endings.
- Choose plausible graphemes that match phonemes to write simple regular words and to attempt

other words.

- Spell familiar words accurately, including common exception words.
- Ask for support in spelling unfamiliar words and use spelling logs to support future writing.

### **Vocabulary and language**

- Use vocabulary relevant to a familiar topic.
- Begin to use some formulaic language, e.g. Once upon a time ...
- Use own lists of interesting and significant words to extend the range of vocabulary used in written work.

### **Grammar and punctuation**

- Use a capital letter and full stop to start and end a sentence.
- In more extended writing, end some sentences with a full stop.
- Use a capital letter for 'I', for proper nouns and to start some sentences in more extended writing.
- Write simple sentences.
- Use and to join words and clauses.
- Use articles the and a or an appropriately in sentences.

### **Structure of texts**

- Develop a simple sequence of known actions or events, e.g. by ordering sentences and then adding to them.
- Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.

### **Creation of texts**

- Begin to write simple stories and poems, including using the structures of familiar stories and poems.
- Plan writing by speaking aloud, e.g. saying sentences or describing a sequence of events before writing them.
- Develop a short written retelling of a familiar story, e.g. by writing sentences to caption pictures.
- Begin to write for a purpose using basic language and features appropriate for the text type.
- Include some relevant information when writing simple non-fiction texts in familiar real-life contexts.

### **Presentation and reflection**

- Develop a comfortable and efficient pencil grip.
- Form lower-case and upper-case letters correctly.
- Join some letters, including to support use of multi-letter graphemes.
- Record answers to simple questions about texts, e.g. in lists.
- Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.
- Read own writing aloud and talk about it.

## **Speaking and Listening**

### **Making yourself understood**

- Speak audibly and clearly with familiar people.
- Provide relevant information, as needed.
- Use some relevant vocabulary to describe events and feelings.
- Show some use of non-verbal communication techniques.
- Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.

### **Showing understanding**

- Listen and respond appropriately, including following a sequence of simple instructions.
- Ask simple questions about what is heard or read.

### **Group work and discussion**

- Work with others in a group.
- Show understanding of the opinions of others.
- During a discussion, listen to others without interrupting.
- Take turns in speaking, expressing own feelings and ideas.

### **Performance**

- Re-read sentences aloud with some fluency and expression.
- Recite simple poems, showing awareness of rhythm.
- Pause at full stops when reading aloud.
- Engage in imaginative play, enacting simple characters or situations.
- Make a simple personal statement in a familiar context.

### **Reflection and evaluation**

- Talk about own activities, including what they enjoyed.
- Suggest how someone's non-verbal communication reflects their feelings.

## **First Grade**

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats. The following texts are particularly recommended for First-grade:

#### **Fiction:**

- Genres: Simple stories including those with repetition and rhyme – traditional tales from different cultures; stories with familiar themes; stories by well-known authors
- Poetry: poems with patterns in sounds and/or structure (e.g. rhyming, repetition); humorous poems

#### **Non-fiction:**

- Explanations: including labelled diagrams
- Information texts: including those with subheadings, tables, glossaries and indexes

#### **Resources:**

- Cambridge Press, Pen Pals for Handwriting
- Cambridge Press, Primary English
- Lucy Calkins of Columbia University Teachers College Units of Study in Writing
- Words Their Way Vocabulary
- Reading Eggs
- IXL
- Reading A-Z

## **Reading**

### **Word structure (phonics)**

- Identify common ways in which graphemes can be pronounced differently, e.g. how and low; hot and cold.
- Read words with split digraphs, e.g. made, like.
- Read words with common prefixes and suffixes, including un-, dis-, re-, -er, -est, -ly, -y and -ful.

- Read familiar words quickly and accurately, usually without audible sounding and blending.
- Use phonic knowledge to decode unfamiliar words.
- Read multi-syllabic and compound words by segmenting them into syllables.
- Extend the range of common words recognised on sight, including homophones and near-homophones.

### **Vocabulary and language**

- Identify possible meanings of unfamiliar words encountered in reading.
- Identify and record interesting and significant words from texts to inform own writing.
- Use the initial letter to organise words in alphabetical order, and to locate words in simple dictionaries and glossaries.
- Explore and comment on sounds and words in texts, including adjectives.
- Explore different ways of beginning sentences in texts, including using language of time.

### **Grammar and punctuation**

- Show understanding of punctuation, including speech marks, and simple grammar when re-reading text.
- Explore in texts, and understand the differences in use of full stops and question marks.
- Explore in texts sentences that contain and, but, because, if, when.
- Explore in texts, and understand the grammar of commands/instructions and questions.
- Explore in texts examples of nouns and noun phrases, including use of common adjectives and simple quantifiers (e.g. some, most, all).
- Explore examples of pronouns in texts, including their purpose and how they agree grammatically with verbs.

### **Structure of texts**

- Talk about the sequence of events or ideas in a text.
- Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.
- Explore and recognise organisational features that help the reader to find information in texts, including subheadings and labelled diagrams.

### **Interpretation of texts**

- Begin to distinguish between fiction and non-fiction texts.
- Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements.
- Identify the characteristics of simple stories.
- Read and explore a range of simple non-fiction text types.
- Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features.
- Explore explicit meanings in simple texts.
- Identify and use the main events to retell a story verbally.
- Describe story settings and characters.
- Find information from simple visual sources, including tables and labelled diagrams.
- Explore implicit meanings in simple texts.
- Predict story endings.
- Make simple inferences based on what is said or done in a text.
- Answer simple questions from reading a short text.
- Locate relevant information in texts, including using a contents page.
- Answer questions about texts with some explanation of thinking.
- Talk about patterns in simple stories and poems, e.g. rhyme, repetition.

### **Appreciation and reflection**

- Enjoy reading and hearing a range of simple stories, poems and non-fiction texts.
- Begin to read texts silently as well as aloud.

- Discuss texts read or heard, including giving reasons for likes and dislikes.
- Make choices about books to read for pleasure.
- Recognise that stories may be from different times and places.

## Writing

### Word structure (spelling)

- Explore and use different spellings of common phonemes, including long vowel phonemes, e.g. day, rain, made, great; apple, travel, metal.
- Explore and use spellings of words with split digraphs, e.g. made, like.
- Relate rhyme to known spelling patterns, e.g. whale, snail.
- Use common irregular plurals, e.g. mice, sheep.
- Explore and use verbs with endings -s, -ed and -ing where no change is needed to the root, and understand the effect on the meaning of a verb by adding these endings.
- Spell some words with common prefixes and suffixes, including un-, dis-, -er, -est, -ful and -ly.
- Explore and use words which sound the same but have different spellings of long vowels (homophones), e.g. tail and tale, stare and stair, blew and blue.
- Use knowledge of phonemes and spelling patterns to spell a range of common regular words correctly.
- Spell a range of common exception words accurately.
- Ask for support in spelling unfamiliar words and use spelling logs to support future writing.

### Vocabulary and language

- Use vocabulary relevant to a familiar topic.
- In story writing, use a range of adjectives to describe characters and settings.
- Begin to vary sentence openings, including using language of time, e.g. Suddenly ..., That morning ...
- Choose and use interesting words and phrases, including to describe people and places.
- Use own lists of interesting and significant words to extend the range of vocabulary used in written work.

### Grammar and punctuation

- Use capital letters, full stops and question marks correctly in simple sentences.
- Explore and use commas to separate items in lists.
- Begin to include direct speech in writing, using a new line for each speaker.
- Write clear statements, commands/instructions and questions.
- Write simple sentences, and multi-clause sentences using and, but, or.
- Begin to write multi-clause sentences using simple connectives, e.g. because, if, when.
- Begin to use suffixes -s, -ing and -ed appropriately for present and past verb forms in sentences.
- Use simple quantifiers appropriately for the context, e.g. some, most, all.
- Use pronouns in writing, and ensure grammatical agreement of nouns and pronouns with verbs.
- Use common adjectives appropriately in sentences, including simple comparative and superlative forms.

### Structure of texts

- Write a sequence of events or ideas, including stories with a beginning, middle and end.
- Group together sentences relating to similar ideas.
- Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.

### Creation of texts

- Begin to write simple stories and poems, including using the structures of familiar stories and poems.
- Plan writing through discussion, e.g. talking about the setting and characters before writing a story.
- Include simple descriptions of settings and characters when writing stories.
- Begin to write for a purpose using basic language and features appropriate for the text type.

- Include additional information to develop some ideas when writing non-fiction texts.

### **Presentation and reflection**

- Ensure consistency in formation, size and proportion of letters and the spacing of words.
- Know how to join letters and which letters are best left unjoined.
- Record key information drawn from a non-fiction text, e.g. listing key topic words.
- Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.
- Read own writing to others and share ideas for improvements.
- Begin to proofread for errors by re-reading own writing aloud (e.g. sentence punctuation, verb forms).

## **Speaking and Listening**

### **Making yourself understood**

- Speak clearly and confidently with familiar people.
- Provide relevant information with sufficient detail, as needed.
- Use relevant vocabulary to describe events and feelings.
- Show some use of non-verbal communication techniques.
- Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.

### **Showing understanding**

- Listen and respond appropriately, including recalling the main points.
- Ask questions about what is heard or read to improve understanding.

### **Group work and discussion**

- Work with others in a group.
- Show understanding of the opinions of others.
- During a discussion, respond in a way that is relevant to the task.
- Take turns in speaking, adding relevant information.

### **Performance**

- Read familiar stories and poems aloud with fluency and expression.
- Show awareness of speech marks when reading aloud.
- Extend experiences and ideas about characters and situations through role-play.
- Deliver a short presentation in a familiar context about a chosen object or event.

### **Reflection and evaluation**

- Talk about own activities, including why they made particular choices.
- Talk about others' presentations, including what they enjoyed and why.
- Identify whether someone's non-verbal communication matches their verbal communication.

## **Second Grade**

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats. The following texts are particularly recommended for second grade:

### **Fiction:**

- Genres: different stories by the same author; Myths and legends, including different retellings of the same story; adventure stories, including real-life stories

- Poetry: poems from different cultures; poems with different structures, for example, shape poems, limericks
- Plays: playscripts of traditional tales

**Non-fiction:**

- Recounts: letters, including for formal and informal purposes
- Instructions: including for activities that can be carried out in the classroom
- Information texts: including different texts on the same topic

**Resources:**

- Cambridge Press, Pen Pals for Handwriting
- Cambridge Press, Primary English
- Lucy Calkins of Columbia University Teachers College Units of Study in Writing
- Words Their Way Vocabulary
- Reading Eggs
- IXL
- Reading A-Z

**Reading**

**Word structure (phonics)**

- Identify less common ways in which graphemes can be pronounced, e.g. young, could; move, love.
- Read words with an apostrophe to mark omission of letters, e.g. can't, don't.
- Use effective strategies to read unfamiliar words, including using phonic knowledge, segmenting and contextual information.
- Extend the range of common words recognised on sight, including homophones and near-homophones.

**Vocabulary and language**

- Deduce the meanings of unfamiliar words from their context.
- Identify and record interesting and significant words, and synonyms, from texts to inform own writing.
- Use the initial two letters to organise words in alphabetical order, and to locate words in dictionaries and glossaries.
- Explore and comment on words in texts that make an impact on the reader, including noun phrases and adjectives.
- Explore and comment on how a writer's choice of verbs to introduce and conclude dialogue enhances the meaning.
- Explore how different sentence openings are used for different purposes, including time, place and manner, e.g. Later that day, ...; In the distance, ...; Slowly and carefully, ...
- Identify simple figurative language in texts, including sound effects and simple onomatopoeia.

**Grammar and punctuation**

- Use knowledge of punctuation and grammar to read familiar texts with understanding.
- Explore in texts, and understand the use of exclamation marks.
- Explore in texts, and understand the use of apostrophes to mark omission of letters in shortened forms, e.g. can't, don't.
- Explore in texts, and understand similarities and differences between the punctuation of narrative and direct speech.
- Explore in texts, and understand, the grammar and purpose of different types of sentences (statements, commands/instructions, questions and exclamations).
- Explore in texts, and understand, the grammar of multi-clause sentences, including conditional sentences.

- Explore the purpose and grammar of nouns, verbs and adjectives in sentences.
- Identify nouns, pronouns, verbs and adjectives in texts.
- Explore the different purposes of prepositions.
- Explore and identify past and present verb forms in texts, including irregular verbs.
- Identify common irregular verb forms in the past tense and relate them to the present tense.

### **Structure of texts**

- Explore and describe how events or ideas in a text relate to earlier or later events or ideas.
- Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.
- Explore and recognise different ways that information is organised in texts, including paragraphs, sections and chapters, and bulleted and numbered lists.
- Explore and recognise how sentence openings in texts establish links between sentences, e.g. Later that day, ...

### **Interpretation of texts**

- Understand the difference between fiction and non-fiction texts and locate books by classification.
- Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
- Identify, discuss and compare different fiction genres and their typical characteristics.
- Read and explore a range of non-fiction text types.
- Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts engage the reader.
- Explore explicit meanings in a range of texts.
- Identify the main points or gist from reading a text.
- Explain how settings and characters are developed in a story.
- Follow written instructions to carry out an activity.
- Explore implicit meanings in a range of texts.
- Predict story endings based on knowledge of other stories.
- Make inferences from texts, including about the feelings, thoughts and motives of story characters.
- Begin to distinguish between fact and opinion in texts.
- Scan a text to find and use specific information to answer a question.
- Locate relevant information in texts, including using an index.
- Answer questions with some reference to single points in a text.
- Recognise the theme of a text, and common themes in different texts.

### **Appreciation and reflection**

- Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
- Read texts silently.
- Share a review of a text, summarising what it is about and expressing opinions about it.
- Make choices about books to read for pleasure, including based on blurbs and reviews.
- Compare different retellings of the same story, including the influence of when and where they were written (e.g. myths and legends).

## **Writing**

### **Word structure (spelling)**

- Explore and use common ways in which consonant phonemes can be represented, e.g. jar, giraffe, age, bridge; cat, kitten, brick.
- Use recognition of long and short vowel sounds and spelling rules to add -s, -ed and -ing to verbs, including omitting -e before -ing, and doubling consonants where necessary.
- Spell words with a range of common prefixes and suffixes, including re-, in-, -ment, -ness and -less.
- Spell common homophones correctly to match their meaning, including to, two, too and right, write.

- Use effective strategies, including spelling patterns, visual memory, mnemonics and segmenting, to spell some unfamiliar regular and exception words correctly (including for compound words).
- Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.

### **Vocabulary and language**

- Use specialised vocabulary accurately to match a familiar topic.
- Explore and use synonyms for high frequency words, e.g. big, little, good.
- Explore and use different verbs for introducing and concluding dialogue, e.g. said, asked.
- Use a variety of sentence openings, including using language of time, place and manner, e.g. Later that day, ...; In the distance, ...; Slowly and carefully, ...
- Choose and use words and phrases (including noun phrases) to strengthen the impact of writing.
- Use simple figurative language, including sound effects and simple onomatopoeia.
- Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

### **Grammar and punctuation**

- Use full stops, question marks and exclamation marks correctly in different types of sentences.
- Use apostrophes to mark omission of letters in shortened forms, e.g. can't, don't.
- Use speech marks to punctuate direct speech.
- Use different types of sentences and their grammar appropriately (statements, commands/instructions, questions and exclamations).
- Write multi-clause sentences using simple connectives of time, place and cause.
- Use regular present and past verb forms accurately and consistently across a text.
- Use common irregular verb forms accurately in the past tense.
- Use a range of prepositions accurately.

### **Structure of texts**

- Write a logical sequence of events or ideas, e.g. to develop the plot of a story.
- Begin to organise similar ideas in paragraphs and sections.
- Use sentence openings that establish links between ideas in different sentences, e.g. Later that day, ...
- Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

### **Creation of texts**

- Develop creative writing in a range of different genres of fiction and types of poems.
- Plan and record main points and ideas before writing.
- Develop descriptions of settings and characters when writing stories.
- Write a simple playscript based on a given narrative.
- Develop writing for a purpose using language and features appropriate for a range of text types.
- Develop writing of a range of text types for a specified audience, using appropriate content and language.

### **Presentation and reflection**

- Begin to write legibly and fluently.
- Complete a table or diagram to record information drawn from a text.
- Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).
- Evaluate own and others' writing, suggesting improvements for sense, accuracy and content.
- Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

## **Speaking and Listening**

### **Making yourself understood**

- Speak fluently and confidently in a range of familiar contexts.
- Select appropriate information, with appropriate detail, as needed.
- Use vocabulary appropriate to the situation.
- Use non-verbal communication techniques for different purposes.
- Show awareness of an audience, e.g. by adapting language and tone to engage them.

### **Showing understanding**

- Listen and respond appropriately, including following a sequence of instructions to carry out an activity.
- Ask questions about what is heard or read that demonstrate understanding of the main points.

### **Group work and discussion**

- Begin to take an assigned role within a group.
- Respond politely to another point of view with a personal point of view.
- Extend a discussion by contributing relevant comments.
- Take turns in a discussion, acknowledging what others have said.

### **Performance**

- Read aloud with expression appropriate to the meaning and sound of the words.
- Show awareness of different voices when reading aloud.
- Use knowledge of punctuation and grammar to read familiar texts with accuracy.
- Use speech, gesture and movement to create a character in drama.
- Plan and deliver a presentation independently on a familiar subject in a familiar context.

### **Reflection and evaluation**

- Begin to evaluate own and others' talk, including what went well and what could be improved next time.
- Begin to comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.

## **Third Grade**

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats. The following texts are particularly recommended for third grade:

### **Fiction:**

- Genres: historical stories; fantasy stories; stories about issues and dilemmas
- Poetry: poems from different times and cultures; poems that use simple imagery
- Plays: playscripts that show a range of dramatic conventions, e.g. information to set the scene, stage directions, different acts

### **Non-fiction:**

- Recounts: news and magazine articles; diary entries
- Explanations: in a range of different formats
- Persuasive texts: adverts

### **Resources:**

- Cambridge Press, Pen Pals for Handwriting
- Cambridge Press, Primary English
- Lucy Calkins of Columbia University Teachers College Units of Study in Writing
- IXL

- Sadlier-Oxford Grammar Workshop

- Novels are student driven *good fit* book choices and may include titles such as Third Grade Angels, Lemonade War, Bunnicula, Ramona Quimby Age 8, Lions at Lunchtime, etc...

## Reading

### Word structure (phonics)

- Use effective strategies to read unfamiliar words accurately and confidently, including using phonic, morphological and grammatical knowledge, segmenting and contextual information.
- Identify stressed and unstressed syllables in multisyllabic words.
- Extend the range of common words recognised on sight, including homophones and near-homophones.

### Vocabulary and language

- Use context to suggest synonyms for unfamiliar words.
- Explore words with common roots and compare their meanings.
- Identify and record interesting and significant words, and synonyms, from texts to inform own writing.
- Use as many initial letters as necessary to organise words in alphabetical order, and to locate words in dictionaries and glossaries.
- Explore and comment on how a writer's choice of words, including verbs, strengthens the impact on the reader, e.g. rushed instead of went.
- Explore and comment on how a writer's choice of words, including adjectives and adverbs, enhances the meaning (shades of meaning).
- Identify and recognise meaning of figurative language in texts, including alliteration and similes, e.g. as ... as ...
- Comment on the impact of figurative language in texts, including alliteration and similes.

### Grammar and punctuation

- Use knowledge of punctuation and grammar to read unfamiliar texts with understanding.
- Explore in texts, and understand the use of commas and apostrophes.
- Explore in texts, and understand the standard layout and punctuation of direct speech.
- Explore in texts the use of different connectives in multi-clause sentences.
- Identify connectives in texts.
- Explore in texts a range of examples of quantifiers, e.g. either, neither, both.
- Explore in texts examples of adverbs and adverbial phrases, including their purposes.
- Identify adverbs in texts.
- Explore and understand how past, present and future verb forms are used in texts.
- Explore in texts, and understand subject-verb agreement.

### Structure of texts

- Explore and describe the main stages in a text from introduction to conclusion.
- Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.
- Explore and recognise how ideas are organised in paragraphs and sections.
- Explore and recognise how points are sequenced and linked to develop ideas within and between paragraphs.

### Interpretation of texts

- Understand the difference between fiction and non-fiction texts and locate books by classification.
- Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
- Identify, discuss and compare different fiction genres and their typical characteristics.
- Read and explore a range of non-fiction text types.

- Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts persuade the reader.
- Explore explicit meanings in a range of texts.
- Identify key words and phrases that establish the main points in a text.
- Explain how settings and characters are developed, identifying key words and phrases from the story.
- Explore implicit meanings in a range of texts.
- Predict what happens next in a story based on previous events in the story.
- Make inferences from texts, including about story settings and characters.
- Begin to distinguish between fact and opinion in texts.
- Skim to gain an overall sense of a text.
- Locate and use relevant information from a text to answer questions.
- Answer questions with some reference to single points in a text.
- Recognise, compare and contrast the themes and features of texts.
- Identify the viewpoint from which a story is told.

### **Appreciation and reflection**

- Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
- Express personal responses to texts, including linking characters, settings and events to personal experience.
- Develop preferences about favourite books and share recommendations with others.
- Comment on how fiction reflects the time or context in which it is set.

## **Writing**

### **Word structure (spelling)**

- Explore and use silent letters (e.g. knife, lamb) and different spellings of words with vowel phonemes (e.g. short vowel phonemes: umbrella, young and love ('o' before 'v'); long vowel phonemes after 'w': want, war, water, word).
- Explore and use spelling patterns for pluralisation, including -s, -es, -y/-ies and -f/-ves.
- Spell words with a range of common prefixes and suffixes, including trans-, pre-, -ion, -ation and -ous.
- Explore and build words with related roots and meanings, e.g. medical, medicine; sign, signal, signature.
- Spell common homophones correctly to match their grammatical purpose, including they're, their, there.
- Spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough.
- Generate spelling rules from spelling patterns, and test them.
- Use effective strategies, including segmenting, spelling rules, visual memory and mnemonics, to spell a range of unfamiliar regular and exception words correctly.
- Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.

### **Vocabulary and language**

- Use specialised vocabulary accurately to match a familiar topic.
- Explore and use alternatives for overused words and phrases.
- Explore shades of meaning in adjectives and adverbs (e.g. tepid, warm, hot), and use them appropriately in own writing.
- Choose and use words (including verbs, e.g. rushed instead of went) to strengthen the impact of writing.
- Use simple figurative language, including alliteration and similes.
- Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

## **Grammar and punctuation**

- Consistently use accurate end-of-sentence punctuation.
- Begin to use commas to make the meaning of sentences clearer.
- Use apostrophes for singular and plural possession.
- Begin to use other punctuation alongside speech marks to punctuate direct speech.
- Write multi-clause sentences using a range of connectives.
- Use past, present and future verb forms accurately.
- Experiment with varying verb forms in texts, including in direct speech.
- Use the verb to be accurately, including subject-verb agreement for different verb forms.
- Use a range of quantifiers appropriately for the context, e.g. either, neither, both.
- Use adverbs and adverbial phrases appropriately.

## **Structure of texts**

- Develop a logical sequence of ideas, making relationships between them clear.
- Use paragraphs and sections consistently to organise ideas.
- Use connectives to establish links between paragraphs, e.g. if, although.
- Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

## **Creation of texts**

- Develop creative writing in a range of different genres of fiction and types of poems.
- Explore and use different ways of planning to inform writing for particular purposes.
- Write character profiles to inform story writing.
- Develop descriptions of settings and characters to capture the reader's imagination.
- Write alternative beginnings and endings for stories.
- Begin to express a viewpoint in fiction through a character's opinions about a setting or other characters.
- Write a simple original playscript.
- Develop writing for a purpose using language and features appropriate for a range of text types.
- Develop writing of a range of text types for a specified audience, using appropriate content and language.
- Adopt a viewpoint in nonfiction writing that is appropriate for the purpose and audience.

## **Presentation and reflection**

- Write legibly, fluently and with increasing speed.
- Make short notes to record information from a text and use them to inform writing.
- Explore and use different ways of laying out and presenting texts to suit the purpose and audience (handwritten, printed and onscreen).
- Evaluate own and others' writing, suggesting improvements for sense, accuracy and content.
- Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

## **Speaking and Listening**

### **Making yourself understood**

- Speak with accuracy and sometimes at length in a range of familiar contexts.
- Sequence relevant information to aid the listener's understanding.
- Use vocabulary precisely to make the meaning clear.
- Use non-verbal communication techniques for different purposes.
- Show awareness of an audience, e.g. by adapting language and tone to engage them.

### **Showing understanding**

- Listen and respond appropriately, including asking and answering questions to develop ideas.

### Group work and discussion

- Begin to take an assigned role within a group.
- Respond politely to another point of view with a personal point of view.
- Extend a discussion by contributing relevant comments and questions.
- Take turns in a discussion, making links with what others have said.

### Performance

- Read aloud with expression, adapting the pace and volume appropriate to the content.
- Read aloud with accuracy and fluency, showing awareness of punctuation.
- Adapt speech, gesture and movement to portray a character in drama.
- Plan and deliver a group presentation on a familiar subject, including to a wider audience.

### Reflection and evaluation

- Begin to evaluate own and others' talk, including what went well and what could be improved next time.
- Comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.

## Fourth Grade

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats. The following texts are particularly recommended for fourth grade:

### Fiction:

- Genres: stories from different cultures, including fables; classic literature; stories that have also been developed into a play and/or film
- Poetry: poems by significant poets, including classic poetry; narrative poetry
- Plays: a playscript, book and film of the same story

### Non-fiction:

- Persuasive texts: commentaries and letters giving a personal opinion
- Recounts: biography
- Information texts that also contain Explanations

### Resources:

- Cambridge Press, Pen Pals for Handwriting
- Cambridge Press, Primary English
- Lucy Calkins of Columbia University Teachers College Units of Study in Writing
- IXL
- Sadlier-Oxford Grammar Workshop
- Handwriting Without Tears (Cursive & Keyboarding)
- Novels (may change with class interest)
  - Whole class include The Tiger Rising, Sarah, Plain and Tall, and The Wild Robot
  - Student choice novels may include The Courage of Sarah Noble, The Indian and The Cupboard, The Sign of The Beaver, One Day in The Woods, Flush, Hoot, Chomp, etc...

## Reading

### Vocabulary and language

- Deduce the meanings of unfamiliar words, including using context and knowledge of root words,

prefixes and suffixes.

- Explore common idiomatic phrases and their meanings.
- Identify and record interesting and significant words, and synonyms, from texts to inform own writing.
- Locate words efficiently in alphabetically organised lists.
- Comment on a writer's choice of language, including how it conveys feeling and mood.
- Identify figurative language in texts, including metaphors and personification.
- Begin to explain how figurative language creates imagery in texts and takes understanding beyond the literal.

### **Grammar and punctuation**

- Explore in texts, and understand grammar and punctuation differences between direct and reported speech.
- Recognise different clauses within sentences and the connectives that link them.
- Explore and discuss different types of nouns, including abstract nouns, and how quantifiers (e.g. fewer, less) relate to countable and uncountable nouns.
- Explore in texts use of pronouns, including possessive pronouns (e.g. theirs, mine), to avoid repetition of nouns while still maintaining clarity.
- Explore how different modal verbs express degrees of possibility, e.g. should, would, could.
- Explore in texts the conventions of standard English.

### **Structure of texts**

- Explore and describe the progression of ideas in a text; compare the progression in different texts.
- Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.
- Explore and recognise how different effects can be achieved by sequencing sections and paragraphs in different ways.

### **Interpretation of texts**

- Understand the difference between fiction and non-fiction texts and locate books by classification.
- Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
- Identify, discuss and compare different fiction genres and their typical characteristics.
- Read and explore a range of non-fiction text types.
- Identify, discuss and compare the purposes and features of different non-fiction text types, including evaluating texts for purpose and clarity, and recognising use of personal and impersonal style.
- Explore explicit meanings in a range of texts.
- Extract main points from a text, and group and link ideas.
- Recognise and compare the dramatic conventions of playscripts and films, including how they contribute to the development of characters and settings.
- Explore implicit meanings in a range of texts.
- Use a range of types of clues in stories (e.g. personality of characters) to predict what might happen next.
- Make inferences from texts, including about the relationships between story characters.
- Distinguish between fact and opinion in a range of texts.
- Use scanning and skimming appropriately depending on the type of information required.
- Locate and use relevant information from a single text or different texts.
- Support answers to questions with reference to, or quotations from, one or more points in a text.
- Recognise, compare and contrast the themes, features and language of texts.
- Comment on how a viewpoint is expressed in fiction and non-fiction texts.

### **Appreciation and reflection**

- Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
- Express personal responses to texts, including predictions, opinions and reflections.
- Develop preferences about favourite writers and share recommendations with others.
- Begin to consider how readers might react differently to the same text, depending on where or when

they are reading it.

## Writing

### Word structure (spelling)

- Explore and use spellings of unstressed vowel phonemes at the end of words, e.g. /ɜ:/ ('er') at the end of butter, /i:/ ('ee') at the end of city.
- Explore and use 'silent' vowels and syllables in polysyllabic words, e.g. library, interest.
- Explore and use rules for single and double consonants, e.g. full, -ful, -fully.
- Spell words with a wide range of common prefixes and suffixes, including understanding ways of creating opposites, e.g. un-, im-.
- Explore and use spelling rules for suffixes that begin with vowels and suffixes that begin with consonants.
- Explore and use accurately words that have the same spelling but different meanings (homonyms), e.g. wave (hand gesture, hair curl, sea movement, etc.).
- Spell words with less common letter strings which may be pronounced differently, e.g. pour, hour; piece, pie.
- Explore exceptions to known spelling rules.
- Use effective strategies, including spelling rules and exceptions, and using known spellings to work out the spelling of related words, to spell a range of words correctly.
- Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.

### Vocabulary and language

- Use specialised vocabulary accurately to match a familiar topic.
- Explore synonyms and words conveying shades of meaning, and use them accurately in own writing.
- Choose and use words and phrases carefully to convey feeling and mood.
- Begin to use figurative language to evoke an imaginative response from the reader.
- Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

### Grammar and punctuation

- Begin to use commas to separate clauses within sentences and clarify meaning in complex sentences.
- Use apostrophes accurately.
- Punctuate direct speech accurately.
- Understand how to create multi-clause sentences by combining simple sentences and reordering clauses; use simple, compound and complex sentences.
- Use a wide range of modal verbs accurately to express degrees of possibility, e.g. should, would, could.
- Use pronouns, including possessive pronouns (e.g. theirs, mine), appropriately so it is clear to what or whom they refer.
- Form and use comparative and superlative adjectives and adverbs correctly, e.g. better, best; smaller, smallest; more quickly, most quickly.
- Use a wide range of adverbs and adverbial phrases.

### Structure of texts

- Begin to develop ideas cohesively across longer pieces of writing.
- Organise ideas in paragraphs and sections to achieve an appropriate effect.
- Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

### Creation of texts

- Develop creative writing in a range of different genres of fiction and types of poems.

- Use effective planning to inform the content and structure of writing, e.g. paragraphs or sections.
- Write new scenes or characters into a story; rewrite events from the viewpoint of another character.
- Express a viewpoint in fiction through a character's opinions about a setting or other characters.
- Write a playscript, including production notes and stage directions to guide performance.
- Develop writing for a purpose using language and features appropriate for a range of text types.
- Develop writing of a range of text types for a specified audience, using appropriate content and language.
- When writing non-fiction texts, present and justify a consistent viewpoint.

### **Presentation and reflection**

- Write legibly and fluently for different purposes, including choosing the writing implement that is best suited for a task.
- Explore and use different ways of making notes (e.g. bulleted lists, mind maps) and use them to inform writing.
- Begin to choose appropriate ways to lay out and present texts to suit the purpose and audience (handwritten, printed and onscreen).
- Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect.
- Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

## **Speaking and Listening**

### **Making yourself understood**

- Speak precisely either with concision or at length, as appropriate to context.
- Structure relevant information in a way that supports the purpose and aids the listener's understanding.
- Use language to convey ideas and opinions, with some detail.
- Adapt non-verbal communication techniques for different purposes and contexts.
- Show awareness of different audiences, e.g. by using the appropriate register.

### **Showing understanding**

- Listen, reflect on what is heard and give a reasoned response.

### **Group work and discussion**

- Take different assigned roles within groups, and begin to assign roles within a group.
- Show consideration of another point of view.
- Extend a discussion by asking and answering questions to refine ideas.
- Take turns in a discussion, building on what others have said.

### **Performance**

- Read aloud with accuracy, and increase confidence and style.
- Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.
- Plan and deliver independent and group presentations confidently to a range of audiences, adapting presentations appropriately to the audience.
- Begin to make choices about the most appropriate media for a particular presentation.

### **Reflection and evaluation**

- Evaluate own and others' talk, including what went well and what could be improved next time.
- Comment on how and why communication varies in different contexts.

# Fifth Grade

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats. The following texts are particularly recommended for fifth grade:

## Fiction:

- Genres: science fiction; stories with flashbacks; stories by significant children's authors
- Poetry: poems with a wide range of different features, for example, themes, imagery, structure
- Plays: a playscript by a significant writer

## Non-fiction:

- Arguments
- Persuasive texts: news articles
- Recounts: biography and autobiography

## Resources:

- Cambridge Press, Pen Pals for Handwriting
- Cambridge Press, Primary English
- Lucy Calkins of Columbia University Teachers College Units of Study in Writing
- IXL
- Wordly Wise Vocabulary and Grammar
- Collected novels read include Home of the Brave, The Lightning Dreamer, George Washington's Socks. Alongside the three primary units of study in Reading and Writing Workshop, students participate in book clubs, literature circles, and debate clubs, choosing from a variety of fiction, nonfiction, and argumentative text selections.

## Reading

### Vocabulary and language

- Deduce the meanings of unfamiliar phrases from their context, including phrases which are no longer common in modern times.
- Explore word origins and derivations, including the use of words from other languages.
- Identify and record interesting and significant words, and synonyms, from texts to inform own writing.
- Comment on a writer's choice of language, demonstrating some awareness of the impact on the reader.
- Explore commonly used figurative expressions, e.g. as cool as a cucumber, crying crocodile tears.
- Begin to explain how figurative language creates imagery in texts and takes understanding beyond the literal.

### Grammar and punctuation

- Explore in texts, and understand, the uses of colons, semi-colons, ellipses, parenthetical commas, dashes and brackets.
- Identify the main clause and other clauses (subordinate clauses) in a complex sentence.
- Begin to show awareness of the impact of a writer's choices of sentence length and structure.
- Explore how different relative pronouns are used in texts to introduce additional detail.
- Identify different word classes in texts and understand their purposes.
- Explore, and understand, the use of active and passive verb forms.
- Explore differences between written and spoken English by comparing narrative and dialogue.
- Explore and discuss grammatical features in a range of texts, e.g. verb forms, sentence types, use of different word classes.

### Structure of texts

- Explore and describe the progression of ideas in a text, including the handling of time (e.g. to manage flashbacks, or events which are presented out of chronological order).
- Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.
- Explore and recognise how ideas are organised and linked cohesively across a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological order; use of however and on the other hand to introduce a new paragraph in a balanced argument.

### **Interpretation of texts**

- Understand the difference between fiction and non-fiction texts and locate books by classification.
- Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
- Identify, discuss and compare different fiction genres and their typical characteristics.
- Read and explore a range of non-fiction text types.
- Identify, discuss and compare the purposes and features of different non-fiction text types, including balanced written arguments.
- Explore explicit meanings in a range of texts.
- Summarise explicit meanings drawn from more than one point in a text.
- Explore implicit meanings in a range of texts.
- Use evidence from more than one point in a story to support predictions about what might happen later in the story.
- Make a range of plausible inferences from texts.
- Comment on how a writer influences the reaction of readers, including how they present characters and settings, and evoke particular moods (e.g. suspense, anger, excitement).
- Distinguish between fact and opinion in a range of texts.
- Locate and use relevant information from one or more points in a text, or from different texts, confidently and efficiently.
- Support answers to questions with reference to, or quotations from, one or more points in a text.
- Recognise explicit and implicit ways in which the theme of a text is conveyed.
- Comment on how different viewpoints are expressed in fiction and non-fiction texts.
- Distinguish between texts with a writer's voice and texts with a narrator's voice.

### **Appreciation and reflection**

- Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
- Express personal responses to texts, including preferences in terms of language, style and themes.
- Begin to choose a more diverse range of books to read, including writers or genres which compare or contrast with previous reading.
- Comment on how readers might react differently to the same text, depending on where or when they are reading it.

## **Writing**

### **Word structure (spelling)**

- Explore and use different ways of representing consonants, e.g. -ck, -k, -ke, -que or -ch for /k/; -ch or -tch for /tʃ/; j-, g- or -dge for /dʒ/.
- Explore and spell words with different suffixes but similar pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence.
- Further develop understanding of how to add prefixes and suffixes to root words, and when the root word changes.
- Spell familiar homophones and commonly confused words correctly, e.g. aloud, allowed; past, passed; advice, advise; desert, dessert.
- Explore a range of spelling rules and exceptions.
- Use effective strategies to spell a wide range of words correctly.

- Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.

### **Vocabulary and language**

- Use specialised vocabulary accurately to match a familiar topic.
- Explore and use words and phrases to convey shades of meaning appropriate to the context.
- Transform meaning with prefixes and suffixes.
- Choose and use vocabulary carefully to develop imaginative detail.
- Begin to use figurative language to evoke an imaginative response from the reader.
- Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

### **Grammar and punctuation**

- Use commas, dashes and brackets parenthetically.
- Punctuate direct and reported speech accurately.
- Use punctuation effectively to clarify meaning in complex sentences.
- Use a variety of simple, compound and complex sentences chosen for effect.
- Use active and passive verb forms within sentences.
- Ensure grammatical agreement of quantifiers with countable and uncountable nouns, e.g. less and fewer.
- Use relative pronouns to introduce additional detail.
- Use the conventions of standard English appropriately in writing, including for different types of texts, e.g. verb forms, sentence structure, use of different word classes.

### **Structure of texts**

- Manage the development of an idea across an extended piece of writing, e.g. by linking the end to the beginning.
- Use paragraphs, sections and chapters to organise ideas and support overall cohesion of a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological sequence.
- Use a range of connectives to link paragraphs and sections clearly and cohesively, e.g. use of however and on the other hand to introduce counter-arguments in a balanced argument.
- Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

### **Creation of texts**

- Develop creative writing in a range of different genres of fiction and types of poems.
- Use effective planning to inform the content and structure of extended writing, e.g. chapters.
- When writing stories, develop descriptions of settings, characters and action that engage and entertain the reader.
- Include different viewpoints in fiction, e.g. when writing stories with flashbacks.
- Write a playscript using production notes, language and stage directions, to develop characters and settings.
- Develop writing for a purpose using language and features appropriate for a range of text types.
- Develop writing of a range of text types for a specified audience, using appropriate content and language.
- Write balanced arguments, developing points logically and convincingly.

### **Presentation and reflection**

- Develop a personal handwriting style to write legibly, fluently and with appropriate speed.
- Begin to decide when it is helpful to take notes and how to record them.
- Begin to choose appropriate ways to lay out and present texts to suit the purpose and audience (handwritten, printed and onscreen).
- Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect.
- Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

## Speaking and Listening

### Making yourself understood

- Adapt pace and tone of speech appropriately in formal and informal contexts.
- Structure information to aid the listener's understanding of the main and subsidiary points.
- Use language to convey ideas and opinions, with increasing clarity and detail.
- Adapt non-verbal communication techniques for different purposes and contexts.
- Show awareness of different audiences, e.g. by using the appropriate register.

### Showing understanding

- Listen, reflect on what is heard and give a reasoned response with reference to at least one specific point made by the speaker.

### Group work and discussion

- Take different assigned roles within groups, and begin to assign roles within a group.
- Show consideration of another point of view.
- Extend a discussion by building on one's own and other's ideas.
- Encourage others to take turns in a discussion.

### Performance

- Read aloud with accuracy, and increasing confidence and style.
- Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.
- Plan and deliver independent and group presentations confidently to a range of audiences, adapting presentations appropriately to the audience.
- Begin to make choices about the most appropriate media for a particular presentation.

### Reflection and evaluation

- Evaluate own and others' talk, including what went well and what could be improved next time.
- Begin to explain variations in communication, including register.

## Sixth - Eighth Grades Text Selections

### Fiction

- Fiction, including novels and short stories, from a range of different genres
- Contemporary and classic fiction from different social, cultural and historical contexts, including texts with unfamiliar language
- A range of pre-20th century and contemporary fiction

### Poetry

- Different poetic forms, including:
  - narrative and non-narrative poetry
  - sonnets from different times and cultures (e.g. Shakespearean and Petrarchan)
- Thematic poetry from different times and cultures, and in a range of forms
- Poetry focusing on how structure and language are used together to support meaning
- A selection of poetry from one poet (comparing poems from their oeuvre, considering their voice and thematic choices)

### Playscripts

- Drama from different social, cultural and historical contexts, including texts with unfamiliar language
- A range of pre-20th century and contemporary drama

**Non-fiction**

- Texts to persuade, argue, advise, inform, explain, describe, analyse, review, discuss, narrate, entertain. These should include:
  - texts with political language
  - texts from different cultures
  - biased texts.

## Sixth Grade

**Resources:**

- Language Arts IXL
- Cambridge Press, Lower Secondary English
- Wordly Wise Vocabulary and Grammar
- Novels:
  - Old Yeller
  - Freak the Mighty
  - The Watsons Go To Birmingham
  - The Outsiders

**Reading**

**Vocabulary and language**

- Deduce the meanings of unfamiliar words in context using a range of strategies, including knowledge of word families, etymology and morphology.
- Comment on a writer’s choice of language, demonstrating an understanding of the impact on the reader.
- Describe how linguistic and literary techniques are used to create effects in a specific context, and use accurate terminology, e.g. using terms such as assonance or sibilance to differentiate between types of phonetic repetition.

**Grammar and punctuation**

- Comment on the use of punctuation to create effects, e.g. using an ellipsis to show a cliffhanger.
- Show awareness of reasons for using simple, compound, complex and compound-complex sentences.
- Comment on how a writer builds up detail through the grammatical structure of their sentences.
- Comment on the ways in which a writer uses non-standard English.
- Identify differences between formal and informal language.

**Structure of texts**

- Comment on the key features of text structure in a range of fiction and non-fiction texts, including poetic forms.
- Identify and comment on the variety of ways in which the content of texts can be organised and linked to support the intended purpose, including paragraphs.
- Comment on the impact of a writer's choice of connectives and sentence openings on the intended purpose and audience.

## Interpretation of texts

- Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements of multimedia.
- Read and discuss a range of non-fiction text types.
- Identify and explain the meaning of explicit information from a range of texts.
- Use inference and deduction to recognise and explain implicit meanings.
- Identify bias in a text.
- Collate and summarise ideas and information from a text.
- Use a range of reading strategies to extract relevant information from a text, including annotation.
- Support and inform personal and critical responses to texts with relevant textual references.
- Comment on the different ways in which writers convey themes and the impact on the reader.
- Begin to discuss how a writer combines different structural, linguistic and literary features for effect.
- Identify and comment on the main ideas, viewpoints and purposes in a text.
- Show understanding of how writers create a distinctive voice.

## Appreciation and reflection

- Enjoy reading a wide range of texts.
- Express personal responses to texts, including preferences and opinions, referring back to specific content.
- Experiment with the choice of books read, including choosing writers or genres which compare or contrast with previous reading.
- Discuss how readers make choices about which texts to read.
- Comment on the different ways texts can reflect the social, cultural and historical contexts in which they were written.

## Writing

### Word structure (spelling)

- Use known spelling patterns to correctly spell most commonly used words.
- Show understanding of word families, roots, derivations and morphology in spelling.
- Use relevant strategies for spelling correctly.

### Vocabulary and language

- Use language precisely to clarify and extend intended meaning.
- Create an effect by using key linguistic and literary techniques.
- Use a range of sources to develop and extend the range of language used in written work.

### Grammar and punctuation

- Use ellipses, colons, semi-colons, dashes and hyphens, including hyphens for compound adjectives.
- Use a range of punctuation accurately to clarify meaning in sentences and dialogue.
- Use simple, compound, complex and compound-complex sentences accurately, in a variety of sentence types, to communicate meaning.
- Build up detail through the grammatical structure of sentences, e.g. expanding verb phrases.
- Use the conventions of standard English consistently in writing.
- Use formal and informal registers appropriately according to context, purpose and audience.

### Structure of texts

- Shape the overall structure and sequence of a chosen text to convey the intended purpose accurately.
- Use a range of organisational features accurately to link ideas, and clarify and extend meaning.
- Use appropriate connectives and sentence openings to clarify connections in writing, e.g. connectives for comparison, sequencing, qualifying.

### **Creation of texts**

- Write confidently in a range of different genres of fiction and types of poems.
- Use a range of planning methods to generate, organise and shape ideas.
- Use relevant features when writing for a chosen purpose.
- Create content to suit a specified audience.
- Write to express a personal viewpoint in fiction and non-fiction writing.
- Begin to develop distinctive voices, both personal and for different characters.

### **Presentation and reflection**

- Sustain a fast, fluent and legible handwriting style.
- Use different ways of note-taking when writing for different purposes and use notes to inform writing.
- Use different layouts and presentations in a variety of texts (handwritten, printed and onscreen).
- Evaluate and edit to improve the accuracy and effectiveness of language, grammar and structure of own and others' writing.

## **Speaking and Listening**

### **Making yourself understood**

- Adapt speech, including length, pace and tone, in a range of contexts, showing some awareness of its impact.
- Shape talk for clarity and effect, and to engage the listener, in a range of familiar contexts.
- Use language to express concrete and abstract ideas and opinions in detail.
- Use non-verbal communication techniques to enhance meaning.
- Adapt communication to create appropriate impact on different audiences.

### **Showing understanding**

- Listen, analyse what is heard, and give a reasoned response that draws on a range of sources.

### **Group work and discussion**

- Independently identify and take up group roles as needed, and demonstrate expertise.
- Identify points of agreement and disagreement in opposing points of view.
- Summarise and develop a discussion, responding sensitively to the range of ideas.
- Be sensitive to others when turn-taking, ensuring that the intended outcome of the discussion is achieved.

### **Performance**

- Read aloud with confidence, accuracy and style.
- Show evidence of reading ahead when reading an unseen text aloud.
- Show insight into texts and issues through choice of speech, gesture and movement, within drama.
- Plan and deliver presentations confidently in a range of contexts, making choices about the most appropriate media.
- Plan and deliver a persuasive speech in a familiar context.

### **Reflection and evaluation**

- Evaluate own and others' talk, including giving constructive feedback.
- Explain features of communication, showing awareness of the impact of accommodating different purposes and contexts.

# Seventh Grade

## Resources:

- Cambridge Press, Lower Secondary English
- Language Arts IXL
- Wordly Wise Vocabulary and Grammar
- Novels:
  - The Giver
  - Tuck Everlasting
  - Night
  - The Wave
  - The Cay
  - Under a Worn-Torn Sky

## Reading

### Vocabulary and language

- Deduce the meanings of unfamiliar words in context using a range of strategies, including knowledge of word families, etymology and morphology.
- Explain how a writer's choice of language contributes to the intended purpose and overall impact on the reader.
- Compare texts from different cultures and times, commenting on the use of language to develop similar themes.
- Explain possible interpretations, explicit and implicit, of a writer's use of linguistic and literary techniques, e.g. explaining how hyperbole suggests a character's attitude, or how an oxymoron is used to emphasise a point.

### Grammar and punctuation

- Explain how a writer's choice of punctuation can convey shades of meaning.
- Explain how a writer uses simple, compound, complex and compound-complex sentences for effect in their writing.
- Comment on how a writer builds up detail and conveys shades of meaning through the grammatical structure of their sentences.
- Comment on ways in which a writer uses standard and non-standard English for effect.
- Comment on the use of formal and informal language in a text and a writer's motivation for making the choice.

### Structure of texts

- Discuss how a writer uses features of text structure for effect in a range of fiction and non-fiction texts, including poetic forms.
- Discuss how a writer organises and links the content of their text for clarity and effect.
- Comment on how a writer's choice of connectives and sentence openings clarifies or emphasises connections in a specific context.

### Interpretation of texts

- Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements or multimedia.
- Read and discuss a range of non-fiction text types.
- Identify and discuss the impact of explicit information on the reader.
- Comment on a writer's implied meaning and intended effect.
- Comment on the impact of bias in a text.
- Collate and summarise ideas and information from multiple texts.

- Use a range of reading strategies to identify and distinguish between main and subsidiary points in texts.
- Use relevant textual references when supporting or disagreeing with a point.
- Compare and comment on the textual features used in more than one text to develop similar themes and elicit responses from the reader.
- Explain how a writer combines structural, linguistic and literary features for effect.
- Trace the development of ideas, viewpoints and purposes through a text and relate these to other texts read.
- Discuss the range of techniques writers use to distinguish between different voices.

### **Appreciation and reflection**

- Enjoy reading a wide range of texts.
- Express informed personal responses to texts.
- Make a reasoned choice when reading for different purposes, including for pleasure.
- Explore how different readers choose and respond to texts.
- Discuss why certain texts are important within a culture, and show awareness that the context in which a text is written and read affects its meaning.

## **Writing**

### **Word structure (spelling)**

- Spell most words correctly, including some complex polysyllabic words and unfamiliar words.
- Show understanding of word families, roots, derivations and morphology in spelling.
- Use, with confidence, a range of strategies for spelling correctly.

### **Vocabulary and language**

- Create and control meaning through precise use of a range and variety of language.
- Create effects by using a range of linguistic and literary techniques.
- Use a range of sources to develop and extend the range of language used in written work.

### **Grammar and punctuation**

- Use all punctuation accurately and to enhance meaning.
- Use simple, compound, complex and compound-complex sentences accurately, beginning to manipulate them for effect on the whole text.
- Create detail and convey shades of meaning through the grammatical structure of sentences, e.g. controlling order of clauses.
- Use the conventions of standard English in specific contexts for particular effects.
- Vary the degrees of formality and informality when making choices of register in writing, according to the identified context, purpose and audience.

### **Structure of texts**

- Use features of text structure to demonstrate a sense of linked progression.
- Use a range of organisational features to support the intended purpose and audience.
- Use carefully chosen connectives and sentence openings to clarify or emphasise connections in writing.

### **Creation of texts**

- Write confidently in a range of different genres of fiction and types of poems.
- Use the most appropriate approach to planning writing in order to generate, organise and shape ideas.
- Use relevant features consistently for a chosen purpose to clarify meaning.
- Create content to suit a wide range of audiences.
- Use a consistent viewpoint in fiction and non-fiction writing.

- Develop distinctive voices, both personal and for different characters.
- Begin to combine the use of structural, linguistic and literary features to create a specific effect.

### **Presentation and reflection**

- Sustain a fast, fluent and legible handwriting style.
- Use the most appropriate way of note-taking for the identified purpose and use notes to inform writing.
- Use specific choices and combinations of layouts and presentation to create particular effects in texts (handwritten, printed and onscreen).
- Evaluate and edit to improve the accuracy and effectiveness of language, grammar and structure of a range of different texts.

## **Speaking and Listening**

### **Making yourself understood**

- Adapt speech purposefully in a range of familiar and unfamiliar contexts to maximise its impact on the audience.
- Sustain an effective organisation of talk in a range of familiar contexts.
- Adapt language to express complex ideas and opinions in detail.
- Use non-verbal communication techniques to enhance meaning.
- Adapt communication to create appropriate impact on different audiences.

### **Showing understanding**

- Listen, evaluate what is heard, and generate a reasoned response that draws on a range of sources.

### **Group work and discussion**

- Independently identify and take up group roles as needed, and demonstrate expertise.
- Explore points of agreement and disagreement to gain a greater understanding of the issues and meet the needs of the task.
- Develop a discussion by synthesising and building on the shared ideas.
- Balance the needs of others and the task when turn-taking, showing sensitivity about when to contribute and when to listen.

### **Performance**

- Read aloud with confidence, accuracy and style.
- Show evidence of reading ahead when reading an unseen text aloud.
- Demonstrate empathy and understanding of a range of characters through flexible choice of speech, gesture and movement in a dramatic scene.
- Plan and deliver presentations and persuasive speeches confidently in a range of contexts, making choices about the most appropriate media.
- Make decisions about the level of support needed to deliver a speech or presentation, e.g. reading aloud, using notes, visual aids.

### **Reflection and evaluation**

- Evaluate own and others' talk, including giving constructive feedback.
- Discuss the meaning and impact of variations when communicating.

# **Eighth Grade**

### **Resources:**

- Cambridge Press, Lower Secondary English

- IXL Language Arts
- Wordly Wise Vocabulary and Grammar
- Novels:
  - The Little Prince
  - Of Mice and Men
  - To Kill A Mockingbird
  - "Romeo and Juliet"
  - The Lord of the Flies
  - Catcher in the Rye

## Reading

### Vocabulary and language

- Deduce the meanings of unfamiliar words in context using a range of strategies, including knowledge of word families, etymology and morphology.
- Analyse how language choices contribute to the intended purpose and overall impact on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts, or arguing whether or not the use of highly emotive language in an advertisement is counterproductive to its intended purpose.
- Develop precise, perceptive analysis of how linguistic and literary techniques are used, e.g. explaining how euphemisms conceal bias in a political statement, or why a particular idiom is used by a character.

### Grammar and punctuation

- Analyse how the use of rhetorical punctuation can support a writer's intended purpose.
- Analyse how a writer manipulates and adapts simple, compound, complex and compound-complex sentences for intended purpose and effect in their writing.
- Analyse, in depth and detail, a writer's use of grammatical features and their effects on the overall development of the text.
- Analyse the purpose and effect of a writer's choice of formal or informal language in a text.

### Structure of texts

- Analyse how the structure of a text can be manipulated for effect in a range of fiction and non-fiction texts, including poetic forms.
- Evaluate the impact of a writer's choice of organisational and linking features on the intended audience.

### Interpretation of texts

- Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements or multimedia.
- Read and discuss a range of non-fiction text types.
- Analyse the implications of identified explicit information on the meaning of the rest of a text.
- Analyse and explore different layers of meaning within texts, including bias.
- Synthesise information from across a single text and multiple texts to develop and strengthen a point.
- Select the most appropriate reading strategy to locate and extract information and ideas from a variety of texts.
- Use judiciously chosen textual references to develop analysis of texts.
- Analyse and respond to the themes in a variety of related texts.
- Analyse how a writer uses a combination of features to enhance their intended meaning, e.g. a poet using enjambment to emphasise key language choices.
- Analyse and respond to the range of ideas, differing viewpoints and purposes in a variety of related texts.
- Read a variety of texts by the same writer and explore how their voice is consistently conveyed across the texts.

## Appreciation and reflection

- Enjoy reading a wide range of texts.
- Express informed personal responses to texts that take the views of others into consideration.
- Give and respond to text recommendations, showing awareness of others' preferences.
- Analyse how the meaning of texts is shaped by a reader's preferences and opinions.
- Explain how ideas, experiences and values are portrayed in, and affect, the interpretation of texts from different social, cultural and historical contexts.

## Writing

### Word structure (spelling)

- Spell correctly, including complex polysyllabic words.
- Show understanding of word families, roots, derivations and morphology in spelling.
- Use the most appropriate spelling strategy as necessary.

### Vocabulary and language

- Make conscious language choices to shape the intended purpose and effect on the reader.
- Make conscious use of linguistic and literary techniques to shape the intended meaning and effect.
- Use a range of sources to develop and extend the range of language used in written work.

### Grammar and punctuation

- Use punctuation rhetorically to support the intention of the writing, e.g. using ellipses in a character's dialogue to show nervousness.
- Demonstrate control of simple, compound, complex and compound-complex sentences, manipulating and adapting them for intended purpose and effect.
- Use grammatical features to shape and craft sentences that contribute to overall development of the text, e.g. embedded phrases and clauses that support succinct explanation; use of antithesis, repetition or balance in sentence structure.
- Use the conventions of standard English across a range of registers.
- Vary the degrees of formality and informality to enhance and emphasise meaning in relation to the context, purpose and audience.

### Structure of texts

- Experiment with different ways of structuring texts, appropriate for different audiences and purposes.
- Use a range of organisational features to achieve particular effects with purpose and audience in mind.

### Creation of texts

- Write confidently in a range of different genres of fiction and types of poems.
- Make an informed choice about whether to plan before writing.
- Manipulate features and conventions for a chosen purpose for an intended effect.
- Manipulate content for impact on a specified audience.
- Establish and sustain a clear and logical viewpoint throughout fiction and non-fiction writing.
- Write to express multiple viewpoints.
- Establish and sustain distinctive voices, both personal and for different characters.
- Combine the use of structural, linguistic and literary features to create a specific effect.

### Presentation and reflection

- Sustain a fast, fluent and legible handwriting style.
- Make an informed choice about how to present information when making notes, including the use of multiple styles, and use notes to inform writing.
- Use the most appropriate text layout and presentation to create impact and engage the audience.
- Evaluate and edit to improve the accuracy and effectiveness, in relation to identified purpose and

audience, of language, grammar and structure in a range of different texts.

## Speaking and Listening

### Making yourself understood

- Adapt speech judiciously in a range of familiar and unfamiliar contexts to maximise its impact on the audience.
- Sustain an effective organisation of talk in a range of familiar and unfamiliar contexts.
- Manipulate language to express complex ideas and opinions in detail.
- Use non-verbal communication techniques to enhance meaning.
- Adapt communication to create appropriate impact on different audiences.

### Showing understanding

- Listen, synthesise what is heard, and generate a reasoned response that draws on a range of sources.

### Group work and discussion

- Independently identify and take up group roles as needed, and demonstrate expertise.
- Explore points of agreement and disagreement to gain a greater understanding of the issues and meet the needs of the task.
- Shape the direction and content of a discussion with well-judged contributions.
- Demonstrate the ability to compromise during turn-taking to prioritise the achievement of the intended outcome of the discussion.

### Performance

- Read aloud with confidence, accuracy and style.
- Show evidence of reading ahead when reading an unseen text aloud.
- Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence.
- Plan and deliver presentations and persuasive speeches confidently in a range of contexts, making choices about the most appropriate media.
- Make decisions about the level of support needed to deliver a speech or presentation, e.g. reading aloud, using notes, visual aids.

### Reflection and evaluation

- Evaluate own and others' talk, including giving constructive feedback.
- Analyse the meaning and impact of variations in own and others' communication.