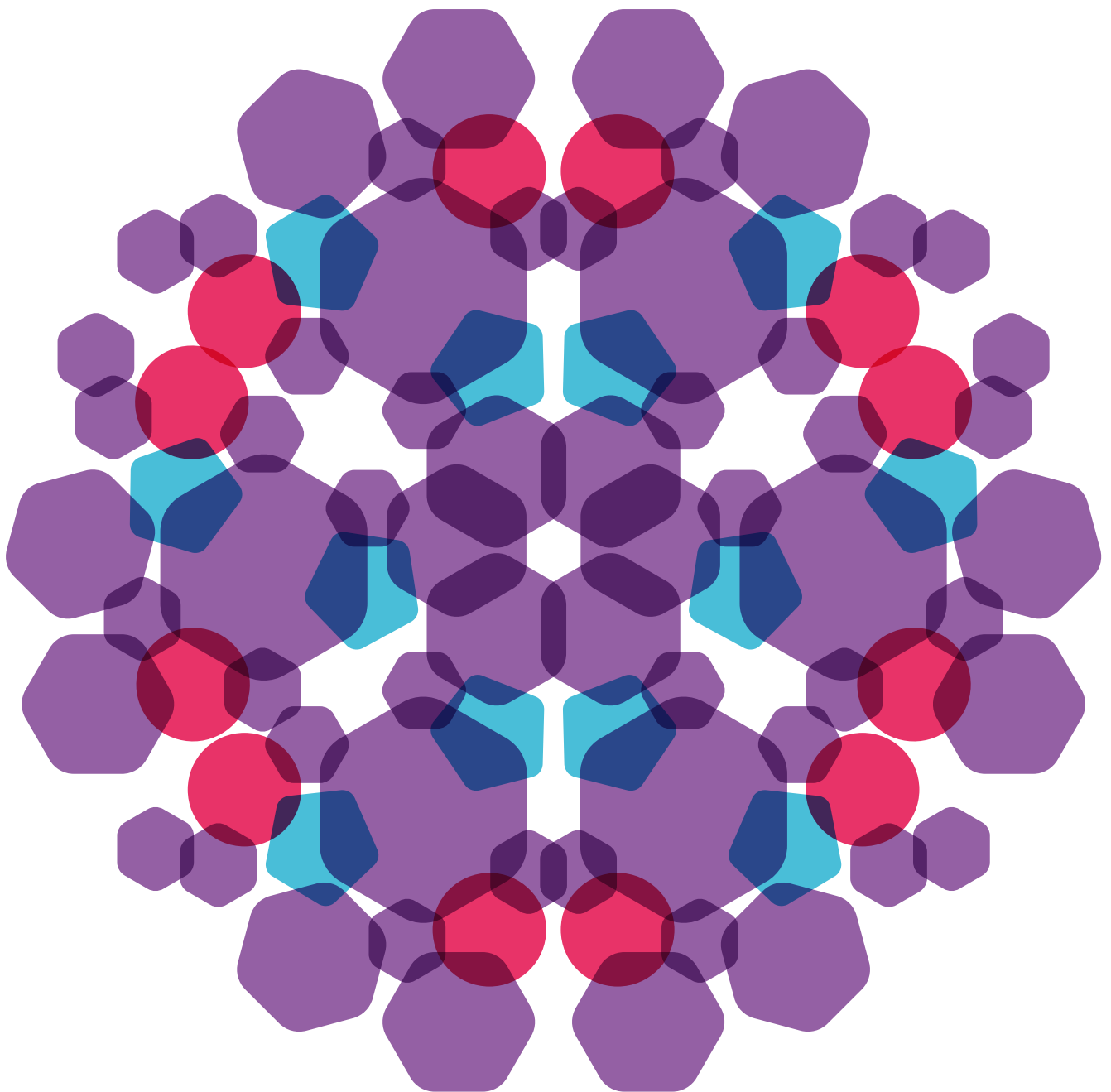


Oxford
*International
Curriculum*

Primary & Lower Secondary

English



OXFORD



I see students who can
share ideas and express
themselves creatively

Oxford University Press is a department of the university, publishing to further the university's objectives of excellence in scholarship, research, and education.

The joy of learning

Nurturing creativity, inspiring curiosity, shaping the future

At Oxford University Press, we are committed to enriching the lives of learners across the world through education by developing the highest quality academic and educational resources and services. That's why we invest 100% of the money we make back into education and research.

As part of the University of Oxford, we combine a deep knowledge and understanding of pedagogy to provide quality resources that impact positively on learning. We are trusted by leaders and practitioners to raise levels of attainment all over the world – this is our passion and motivation.

At Oxford University Press, we recognize that we are living in an ever-changing world, where the way we work, live, learn, communicate and relate to one another is constantly shifting. In this climate, we need to instil in our learners the skills to equip them for every eventuality so they are able to overcome challenges, adapt to change and have the best chance of success. To do this, we need to evolve beyond traditional teaching approaches and foster an environment where students can start to build lifelong learning skills for success. Students need to learn how to learn, how to problem solve, be agile and work flexibly. Going hand in hand with this is the development of self-awareness and mindfulness through the promotion of wellbeing to ensure students learn the socio-emotional skills to succeed.

What's more, a focus on cultivating a growth mindset, where students learn to thrive on challenge and see failure as a way to stretch themselves, will act as a foundation to improve their performance.

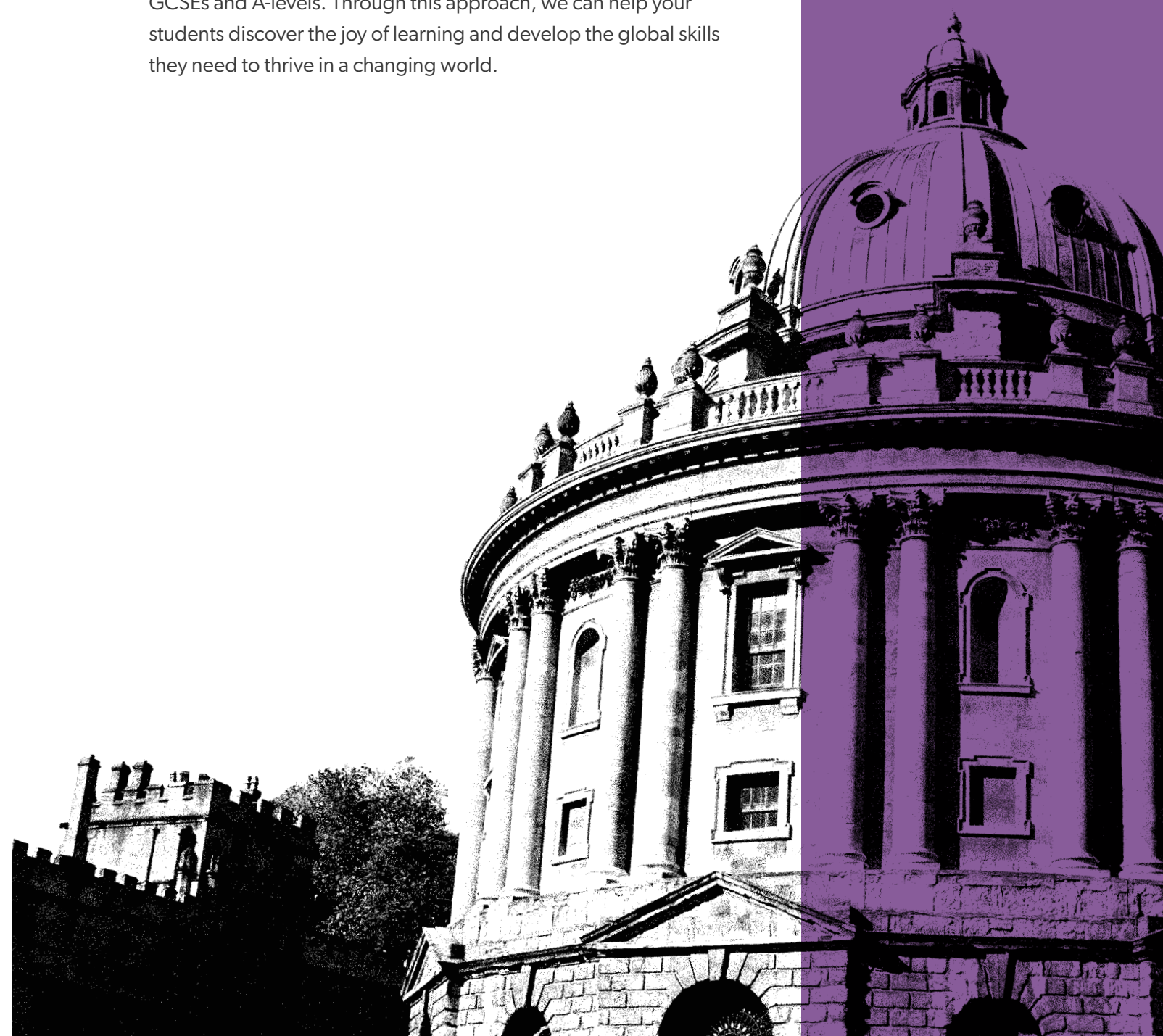
That's why we have developed the Oxford International Curriculum. The curriculum offers a new approach to teaching and learning focused on wellbeing, which places joy at the heart of the curriculum and develops the global skills your learners need for their future academic, personal and career success.

Through six subjects – English, Maths, Science, Computing, Wellbeing and Global Skills Projects – the Oxford International Curriculum offers your school a coherent and holistic approach to ensure continuity and progression across every student's educational journey, equipping them with the skills to shape their own future and progress seamlessly to studying for International GCSEs and A-levels. Through this approach, we can help your students discover the joy of learning and develop the global skills they need to thrive in a changing world.

“”

Thinking together so we can act together to make the futures we want.

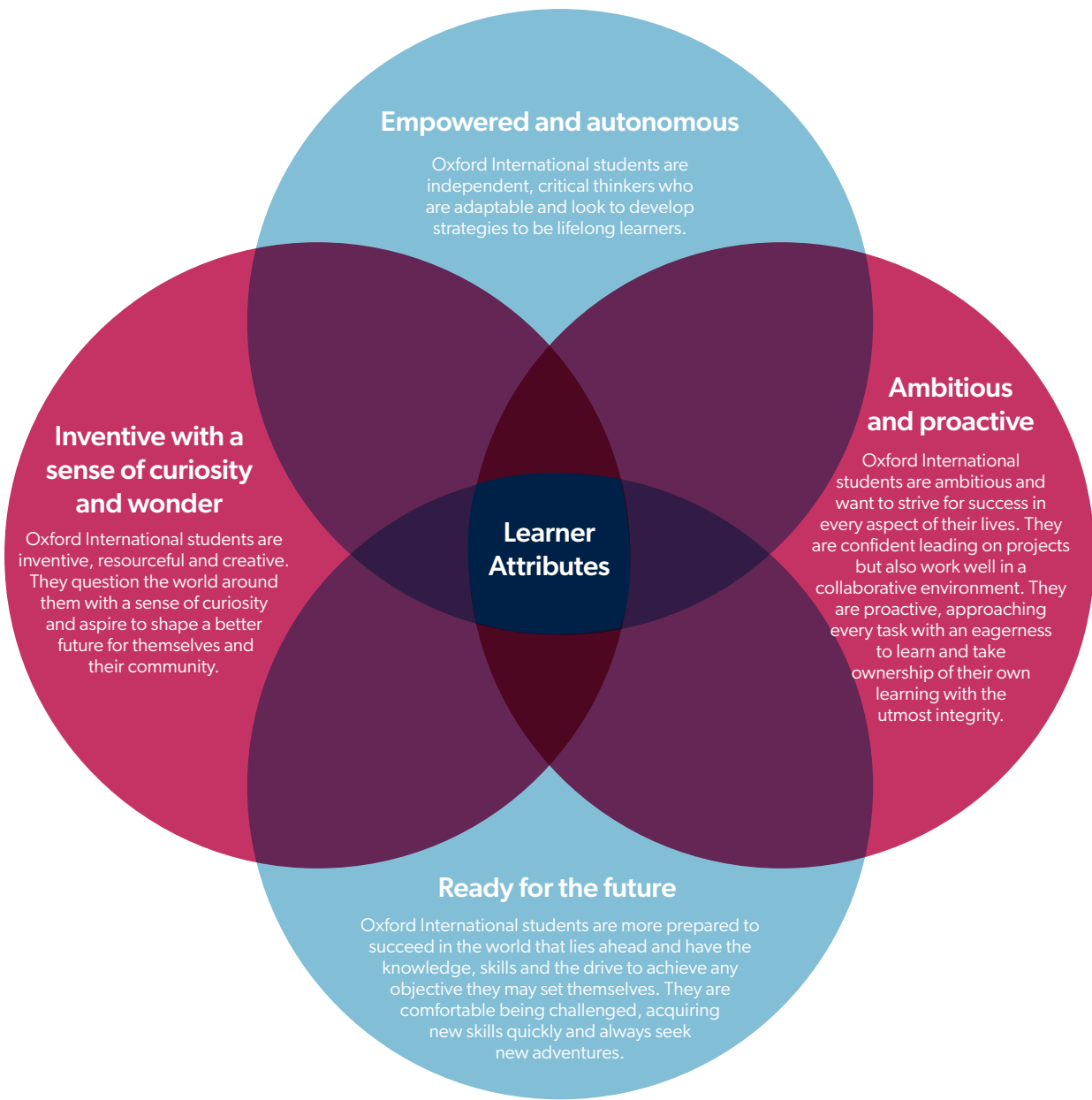
UNESCO Futures of Education initiative



Challenge seekers, problem solvers, next leaders

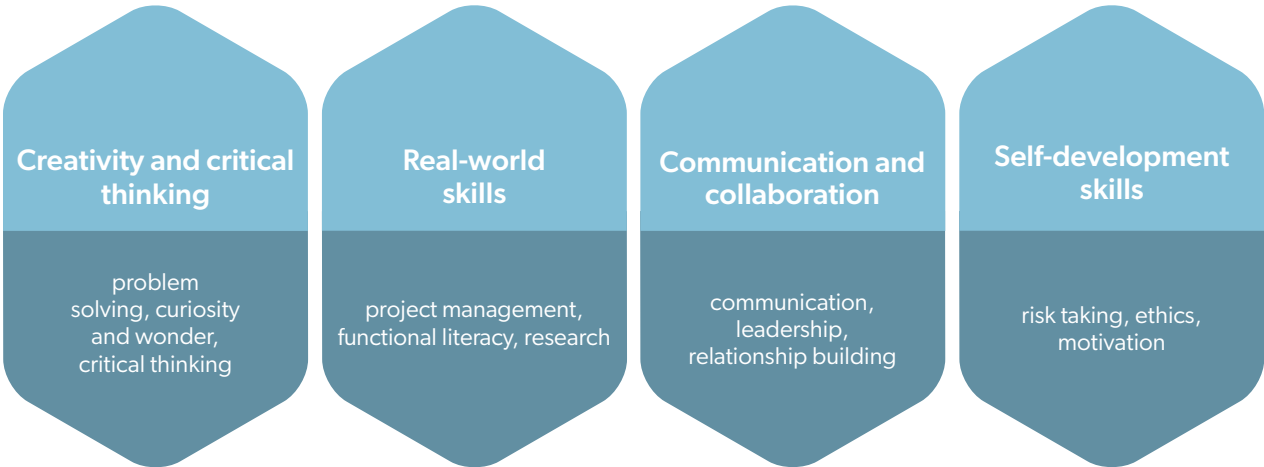
The Oxford International Curriculum aims to deliver the wellbeing and global skills that will be needed in future, to the learners of today, providing them with a firm foundation for future employment and participation in society.

The Oxford International Curriculum helps to develop:



A classroom culture that fosters lifelong learning and wellbeing

The Oxford International Curriculum enables students to succeed by recognizing that lasting success is contingent on both academic performance and emotional wellbeing. The curriculum aims to foster a classroom environment where students develop the skills for success:



The Oxford International Curriculum also promotes teachers’ and learners’ resilience, agency and self-regulation to cope in the world of tomorrow. This focus on wellbeing aims to promote good mental health to enhance students’ lives inside and outside of the classroom. Key themes of wellbeing include:



The Oxford International Curriculum offers a practical, robust and effective continuous professional development programme specifically designed for international schools to support the implementation of its pedagogy.

By promoting wellbeing and developing global life-skills, the Oxford International Curriculum will prepare your students for success in an ever changing world, giving them the springboard to achieve academically and nurturing them to shape a better future.

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Rachel Russ has almost 20 years of experience of developing primary English and literacy resources for UK and International schools. As a writer, publisher and editor, Rachel has worked with major educational publishers on a wide range of market-leading resources.

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Preface

Language lies at the heart of any curriculum. The ability to read, write, listen to others and discuss ideas underpins all learning.

Language opens up the world of reading. It gives children the chance to experience literature from all around the globe, to learn about their own and other cultures, to enrich their learning, build their knowledge and to get lost in their imagination. Through reading, children can explore and learn more about the topics that interest them. Reading allows children the ability to access and understand the ideas of others across all subjects.

Language not only enables children to engage with the ideas of others, but to communicate and share their own ideas. It allows them to express themselves and explore their creativity through writing and discussion.

Language is empowerment. Language skills not only give children the opportunity to succeed in English, they enable children to access and excel in the rest of the curriculum.

The Oxford International Curriculum for English broadly follows the same structure as the National Curriculum English Programmes of Study, based around the key strands: spoken English, reading and writing. To reflect the needs of children learning in an international context, it offers enhanced opportunities to develop a broader range of skills in spoken English, given the importance of speaking and listening to children learning English as an additional language.

In addition, opportunities to build vocabulary skills are interwoven throughout the key strands. Research, highlighted in the Oxford University Press report, ‘Why Closing the Word Gap Matters’, demonstrates the impact a child’s vocabulary has on their success at school and future life chances and recommends ensuring vocabulary is prominent in English teaching.

To reflect evolving technologies, the Oxford International Curriculum for English recommends that children have opportunities to read and write a wide range of texts, both printed and digital.

Language and wellbeing

Language development is critical for children's relationships and interactions at home, school and throughout their lives; it lies at the heart of their social and emotional development. Our ability to communicate with others is crucial for our happiness and wellbeing.

Research from the Early Intervention Foundation/Newcastle University explores this link between language acquisition and wellbeing, evident from the earliest stages of a child's development:

Early language acquisition impacts on all aspects of young children's non-physical development. It contributes to their ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically, and to learn to read and write ... We believe the fundamental link between language and other social, emotional and learning outcomes makes early language development a primary indicator of child wellbeing.

Law, J., Charlton, J., Asmussen, K. (2017). *Language as a Child Wellbeing Indicator*. Early Intervention Foundation/Newcastle University.

Language proficiency is essential for children's attainment at school, for their future prospects and for their ability to connect with others.

English as an additional language

The benefits of learning an additional language are well-documented. Numerous studies suggest a link between language-learning and cognitive ability, memory and academic performance across the curriculum. There have also been studies that suggest speaking multiple languages halts cognitive decline in the elderly.

Beyond the cognitive benefits, in our globalized world, the importance of interconnectedness should not be underestimated. Research published by the OECD explores this idea:

There are many different individual and social benefits to improving and expanding NNLL [non-native language learning]. Not only could individuals and societies enhance their economic prospects through the mastery of languages, but there are personal, academic and global reasons for ensuring that our students learn languages. The experience of learning another language and culture could be satisfying for individuals and research suggests that certain academic skills may be improved by learning to speak other languages. Additionally, the learning and teaching of NNLLs might create feelings of appreciation for cultural differences, which could lead to the development of more tolerant mindsets.

Languages in a Global World: Learning for Better Cultural Understanding, OECD 2012

Curriculum aims

The aims of the Oxford International Curriculum for English, for primary and lower secondary are to:

- ensure children develop fluency and proficiency in reading in order that they can access and explore a wide range of texts and books in all curriculum subjects
- encourage children to foster a love of reading and literature
- equip children with skills in spoken language so that they are able to understand, share and explore ideas
- support children to develop and communicate their own ideas and to express themselves through writing
- encourage children to build a rich vocabulary to help them to access other subjects and express themselves effectively
- equip children with the language skills they need in order to communicate effectively and develop socially and emotionally.



Our approach to English

This curriculum is structured as a simple matrix with an associated assessment framework and supporting schemes of work and lesson plans.

The curriculum matrix has learning outcomes for every year from Year 1 (ages 5–6 years) to Year 9 (ages 13–14 years). The learning outcomes are organized into three themes:

- Spoken English
- Reading
- Writing

The assessment framework provides measurable and unambiguous criteria against each learning outcome. These criteria describe how teachers can confirm that learners have achieved the outcomes set out in the curriculum.

Curriculum
at a glance
(page 16)



The three strands

The three strands encompass the full spectrum of literacy skills and understanding that students need to develop at the primary and lower secondary level.

1

Spoken English:

To ensure students have opportunities to become effective and confident communicators, this strand encompasses: Listening; Presenting ideas and opinions; Discussion and debating skills; Drama, presentation and role play; Vocabulary and register

2

Reading:

Building the foundations for students to read fluently, read for pleasure, and reflect upon what they read, this strand encompasses: Word Reading; Reading widely; Comprehension; Reading critically

3

Writing:

Equipping students with the ability to clearly and confidently express their ideas, this strand encompasses: Handwriting; Spelling; Grammar and punctuation; Composition

Spoken English

The Spoken English strand is organized into several sub-strands to provide students with opportunities to build and develop the skills required to become effective and confident communicators. Spoken language is the basis for development in reading and writing. The Spoken English strand encompasses:

- listening skills, including opportunities to listen to and understand complex information and respond to others in an appropriate and respectful way
- opportunities to present and justify ideas and opinions
- developing discussion skills through participating in a range of group and collaborative activities including debates and presentations
- opportunities to participate in poetry recitals, improvisations, role play and drama activities, with increasing confidence and fluency
- developing an understanding of the difference between colloquial language and Standard English and the ability to move between formal and informal registers as appropriate
- vocabulary enrichment and opportunities for students to use their growing vocabulary, with confidence and precision.

Writing

Almost all areas of the curriculum are assessed through writing, so strong writing skills are essential for academic success. Good writing skills also give students a voice to share their ideas with the world.

The Oxford International Curriculum for English aims to develop students' competence in terms of handwriting, spelling and composition. An essential part of composition, from the earliest stages, is for children to learn to plan, revise and evaluate their writing. Students are provided with varied opportunities to:

- articulate and communicate ideas and express themselves coherently
- develop an increasing awareness of form and how this relates to the purpose and context of their writing
- consider their audience, tailoring their writing to meet the needs of the reader
- modify their use of grammar and vocabulary depending on form, purpose, and audience, as appropriate
- evaluate their own work and that of others, making constructive improvements.

Children are taught key grammatical concepts and to use both these and punctuation correctly. A good knowledge of grammar gives students the ability to communicate their ideas and feelings precisely and accurately and helps them choose the right language for any situation.

Reading

In line with the English National Curriculum, the Oxford International Curriculum for English assumes children will be taught to read using a systematic synthetic phonics approach.

The Word Reading sub-strand of the English Curriculum focuses on building children's skills in:

- decoding unfamiliar words
- recognizing familiar printed words.

The approach of the Oxford International Curriculum for English is to encourage children to read as widely as possible, from a broad range of genres and literary traditions. At the lower end of the curriculum, the assumption is that children will have opportunities to listen to texts that they cannot yet access themselves. Reading widely, and being read to, supports children to:

- build a rich vocabulary
- enhance their understanding of the world
- access the rest of the curriculum
- foster a love of reading.

There is significant evidence of the many benefits of reading for pleasure:

- Children and young people who enjoy reading are five times more likely to read above the level expected for their age compared with their peers who don't enjoy reading
Clark, C. (2019). Children and young people's reading in 2017/18: Findings from our Annual Literacy Survey. London: National Literacy Trust.
- On average, students who read daily for enjoyment score the equivalent of one-and-a-half years of schooling better than those who do not.
PISA IN FOCUS 2011/8 (September) – © OECD 2011
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences.
Clark, C., and Rumbold, K. (2006). Reading for Pleasure a research overview. The National Literacy Trust

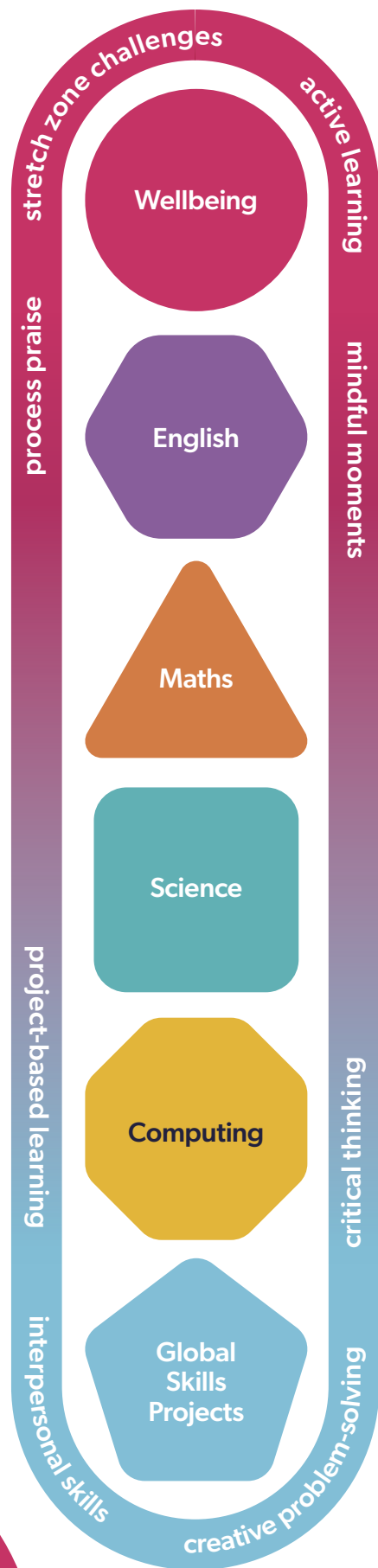
From the earliest stage, it is crucial that children are given opportunities to reflect upon, discuss and respond to books they have read and listened to. As children become more confident and fluent with word reading, the focus of the curriculum moves away from phonics and towards comprehension and reading critically. The Oxford International Curriculum for English provides opportunities to:

- develop a range of key comprehension skills including higher order strategies such as inference and deduction
- identify how the language, structure, and presentation of a text contributes to its meaning
- discuss, explain, explore, justify and analyze their understanding of texts and to respond to them in a number of ways including presentations and debates
- consider the meaning of words in context.

How the curriculum works

Six subjects, one approach

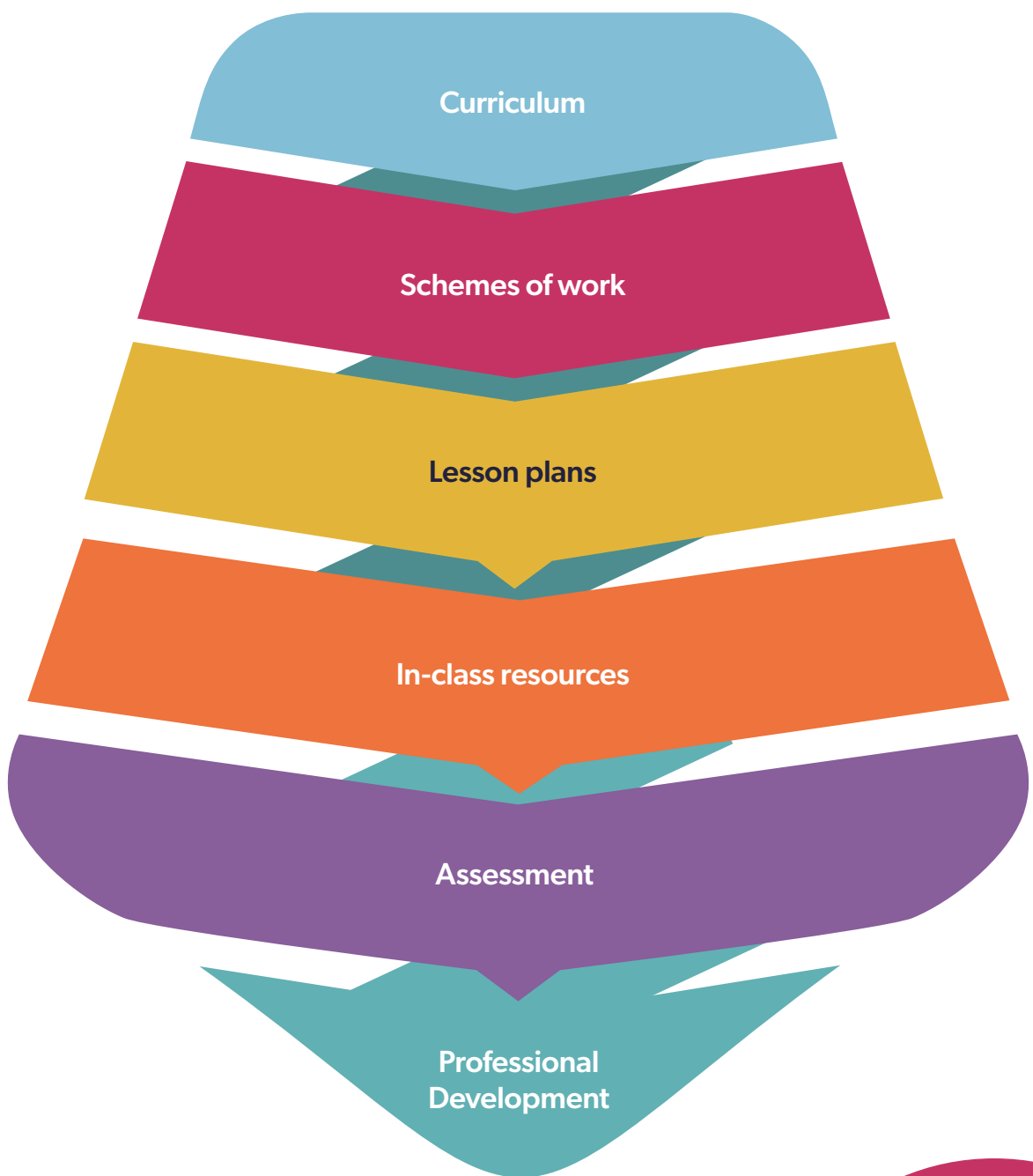
The Oxford International Curriculum spans six subjects, which all have the same approach to the joy of learning. Wellbeing and Global Skills Projects are at the heart of the four core subjects of English, Maths, Science and Computing, and the development of the Oxford International Curriculum for English has been guided by the wellbeing and global skills philosophy. Lesson plans highlight points at which the Global Skills Projects and Wellbeing curricula can be integrated into the teaching of core subjects. The curriculum takes a spiral approach, revisiting key topics to consolidate and support progression in learning.



Building the curriculum

The Oxford International Curriculum for English offers end-to-end teaching and learning support, and is composed of:

- Curriculum at a glance: a year-on-year progression of learning outcomes for every year group
- Schemes of work: overview and detailed schemes of work provide timetabling options by year group, and week-by-week teaching suggestions
- Lesson plans: provide a blueprint for each lesson, ensuring coverage of specific learning outcomes; the plans link to recommended resources and worksheets where relevant
- Assessment framework: assessment criteria linked to every learning outcome in the curriculum.



Curriculum at a glance

Strand	Year 1	Year 2	Year 3	Year 4
	Students can:	Students can:	Students can:	Students can:
1 Spoken English				
■ Listen and respond appropriately	1.1a: Listen and respond appropriately to adults and other pupils	2.1a: When listening to an instruction or question, pick out the key information	3.1a: Ask questions to help understand what a partner is saying in a discussion	4.1a: Listen to more complex information and identify the key points
■ Present ideas and opinions	1.1b: Develop narratives and explanations by linking ideas or events	2.1b: Share their point of view	3.1b: Gain, maintain and monitor the interest of the listener by staying on topic	4.1b: Share and justify their point of view
■ Discussion and debating skills	1.1c: Participate in discussion, taking turns and listening to what others say	2.1c: Ask appropriate questions when taking part in discussions	3.1c: Agree on and evaluate rules for effective discussion	4.1c: Participate actively in collaborative conversations by explaining ideas and asking questions
■ Drama, presentation, role play	1.1d: Participate in group recitations of rhymes and poems, or listen and join in with predictable phrases	2.1d: Recite poems with appropriate intonation to make the meaning clear	3.1d: Participate in recitations, improvisations and role play, e.g. by taking the role of a character in a story	4.1d: Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation
■ Vocabulary and register	1.1e: Use past, present and future forms when talking about events 1.1f: Develop their Tier 1 vocabulary, exploring the meanings and sounds of new words	2.1e: Speak audibly and fluently with an increasing command of Standard English 2.1f: Continue to extend their Tier 1 vocabulary, exploring the meanings and sounds of new words	3.1e: Use colloquial language as well as Standard English 3.1f: Build their vocabulary by using new and interesting words appropriately in different contexts	4.1e: Build their understanding that we use more formal language in some situations 4.1f: Ask questions to clarify understanding of Tier 2 and Tier 3 vocabulary
2 Word reading				
	1.2a: Apply phonic knowledge and skills as the route to decode words 1.2b: Read common exception words 1.2c: Read accuratelyby blending sounds inunfamiliar words containing grapheme-phoneme correspondences that have been taught 1.2d: Read aloud accurately books that are consistent with their developing phonic knowledge 1.2e: Re-read simple known texts to develop fluency 1.2f: Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	2.2a: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 2.2b: Read further common exception words 2.2c: Read accurately by blending the sounds in words that contain the graphemes taught so far, recognizing alternative sounds for graphemes 2.2d: Read aloud books closely matched to their improving phonic knowledge 2.2e: Re-read these books to build up their fluency and confidence in word reading	3.2a: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet 3.2b: Read further exception words,noting the unusual correspondences between spelling and sound, and where these occur in the word	4.2a: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet 4.2b: Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Year 5	Year 6	Year 7	Year 8	Year 9
Students can:	Students can:	Students can:	Students can:	Students can:
5.1a: Use spoken language to develop understanding and explore ideas	6.1a: Formulate and pose appropriate questions in a range of contexts	7.1a: Listen attentively and respond in formal and informal contexts	8.1a: In formal and informal contexts, use different strategies to indicate that they are listening attentively and challenge others’ points of view appropriately	9.1a: Listen thoughtfully and perceptively to others, Extending their own understanding by questioning and evaluating what is heard
5.1b: Show awareness and understanding of other people’s viewpoints, as well as their own	6.1b: Use multi-clause sentences to communicate point of view with clarity	7.1b: Communicate information and ideas on familiar topics clearly and logically to a range of audiences	8.1b: Use a range of verbal and non-verbal techniques to engage listeners’ attention and interest, adapting voice, intonation, pace and volume as appropriate	9.1b: Express and explain information on less familiar/ more complex topics to a known and less well-known audience, structuring points clearly in order of importance
5.1c: Participate in a range of group activities, working collaboratively and using appropriate language and communication skills	6.1c: Listen and respond appropriately to their peers in a discussion, challenging views courteously	7.1c: Make clear and relevant contributions to a group discussion or debate, building on others’ ideas	8.1c: Make sustained contributions to group discussion or debate, drawing together ideas, making suggestions and helping the discussion to move forwards	9.1c: Offer well-judged and pertinent contributions to group discussions and debates, drawing others in and offering a new perspective or suggesting a solution to a problem
5.1d: Prepare poems and plays to read aloud and to perform, showing understanding through intonation and action so that the meaning is clear to an audience	6.1d: Participate in a collaborative performance of a poem or play, showing understanding through intonation, tone and volume to gain and maintain the interest of the audience	7.1d: Rehearse and perform play scripts and poetry, speaking clearly and fluently with appropriate intonation, volume and actions to add impact	8.1d: Read aloud with confidence and fluency, and take part in plays and other drama activities, adapting voice, intonation, pace and volume as appropriate	9.1d: Read aloud with skill and subtlety, taking part in plays and other drama activities, adapting voice and other techniques, with authority and sensitivity, to create particular effects
5.1e: Understand when to use appropriate language in different contexts, including colloquial language and Standard English 5.1f: Increasingly use Tier 2 and Tier 3 vocabulary, as appropriate, in their spoken work	6.1e: Paraphrase and rephrase, as appropriate 6.1f: Increasingly use a range of Tier 2 and Tier 3 words accurately	7.1e: Understand key aspects of spoken language, including grammatical features, and how it differs from other language modes 7.1f: Vary vocabulary according to topic and purpose, and use the main conventions of Standard English when appropriate	8.1e: Select and vary language appropriate to purpose and audience, moving between formal and informal registers 8.1f: Use Tier 3 vocabulary, including appropriate linguistic and literary terminology, when discussing reading, writing and spoken language, with some precision	9.1e: Use and adapt a range of linguistic features, using sustained Standard English when appropriate, with the degree of formality suited to purpose and audience 9.1f: Use a range of appropriate Tier 3 vocabulary, including linguistic and literary terminology, precisely and confidently when discussing reading, writing and speaking and listening
5.2a: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet	6.2a: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet			

Curriculum at a glance

Strand	Year 1	Year 2	Year 3	Year 4
	Students can:	Students can:	Students can:	Students can:
3 Read widely for a range of purposes				
	<p>1.3a: Become familiar with key stories, fairy stories and traditional tales, retelling them and showing an understanding of the main elements</p> <p>1.3b: Distinguish between fiction and non-fiction texts</p> <p>1.3c: Listen to and discuss a wide range of poems, stories and non-fiction written for children, at a level beyond that at which they can read independently</p>	<p>2.3a: Become increasingly familiar with and retell a wide range of stories, including fairy stories and traditional tales</p> <p>2.3b: Explore non-fiction books structured in different ways</p> <p>2.3c: Listen to and express views about a wide range of poems, stories and non-fiction written for children, at a level beyond that at which they can read independently</p>	<p>3.3a: Increase their familiarity with a range of books, including fairy stories and traditional tales, and retell some of these orally</p> <p>3.3b: Read books that are structured in different ways and read for a range of purposes, including reading onscreen texts</p> <p>3.3c: Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>4.3a: Become familiar with an increasingly wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>4.3b: Read books that are structured in different ways and read for a range of purposes, including reading a range of onscreen texts</p> <p>4.3c: Listen to, read, watch and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>
4 Reading comprehension				
■ Comprehension	<p>Understand the books they can read accurately and fluently, and those they listen to by:</p> <p>1.4a: drawing simple inferences (e.g. about characters' feelings)</p> <p>1.4b: predicting what might happen on the basis of what has been read so far</p> <p>1.4c: explaining their understanding of what is read to them</p> <p>1.4d: checking that the text makes sense to them and correcting inaccurate reading</p> <p>1.4e: discussing the significance of the title and events</p> <p>1.4f: drawing on what they already know, or on background information and vocabulary provided by the teacher</p> <p>1.4g: Discuss the meaning of words, linking new meanings to those already known</p>	<p>Understand the books they can read accurately and fluently, and those they listen to by:</p> <p>2.4a: drawing inferences</p> <p>2.4b: predicting both before and during reading</p> <p>2.4c: explaining their understanding of books that they listen to and those that they read for themselves</p> <p>2.4d: checking that the text makes sense to them and correcting inaccurate reading</p> <p>2.4e: answering and asking questions</p> <p>2.4f: drawing on what they already know, or on background information and vocabulary provided by the teacher</p> <p>2.4g: Discuss and clarify the meaning of words, linking new meanings to known vocabulary</p>	<p>Understand what they read by:</p> <p>3.4a: making inferences on the basis of what is being said and done</p> <p>3.4b: predicting what might happen from details stated and implied</p> <p>3.4c: identifying main ideas from one paragraph</p> <p>3.4d: checking that the text makes sense to them, discussing their understanding</p> <p>3.4e: answering and asking questions to improve their understanding</p> <p>3.4f: Discuss the meaning of words in context</p>	<p>Understand what they read by:</p> <p>4.4a: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>4.4b: predicting what might happen next and explaining their ideas</p> <p>4.4c: identifying main ideas drawn from one paragraph and summarizing these</p> <p>4.4d: checking that the text makes sense to them and explaining how they have solved the problems they have encountered in their reading</p> <p>4.4e: asking and answering questions to improve their understanding, quoting from the text</p> <p>4.4f: Discuss and explore the meaning of words in context</p>

Year 5	Year 6	Year 7	Year 8	Year 9
Students can:	Students can:	Students can:	Students can:	Students can:
<p>5.3a: Increase their familiarity with and discuss a wide range of books, including myths, legends and traditional stories, modern fiction and books from a range of cultures and literary traditions</p> <p>5.3b: Read and explore stories and non-fiction texts on paper and on screen for a range of purposes</p>	<p>6.3a: Express views and preferences on a wide range of books, including myths, legends and traditional stories, modern fiction and books from a range of cultures and literary traditions</p> <p>6.3b: Read and explore a wide range of stories and non-fiction texts that are structured in different ways for different purposes, including onscreen texts</p>	<p>7.3a: Develop an appreciation of reading and read increasingly high quality and challenging material independently</p> <p>7.3b: Read and watch a range of fiction, poetry and non-fiction texts, consolidating awareness of typical features of different types</p>	<p>8.3a: Continue developing an appreciation and love of reading, using challenging new texts as well as known classics</p> <p>8.3b: Read and watch a wide range of genres, including short stories, novels, poems, plays and non-fiction text types</p>	<p>9.3a: Discuss and analyze a wide range of both independent and shared reading, with confidence and insight</p> <p>9.3b: Re-read books to increase familiarity with them and to enable comparisons between different texts</p>
<p>Understand what they read by:</p> <p>5.4a: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>5.4b: predicting what might happen from details stated and implied, and justifying their predictions</p> <p>5.4c: summarizing the main ideas drawn from more than one paragraph</p> <p>5.4d: checking that the text makes sense to them, and explaining their understanding</p> <p>5.4e: Explain the meaning of words in context</p>	<p>Understand what they read by:</p> <p>6.4a: drawing inferences such as inferring the writer's view and to help construct meaning in non-fiction, and justifying inferences with evidence</p> <p>6.4b: predicting what a character might do next from details stated and implied, and justifying their predictions</p> <p>6.4c: summarizing a short text, identifying key details that support the main ideas</p> <p>6.4d: checking that the text makes sense to them, and explaining and discussing their understanding and asking questions</p> <p>6.4e: Clarify the meaning of words in context</p>	<p>7.4a: Examine layers of meaning within a text, using inference and deduction, drawing conclusions based on different points in a text</p> <p>7.4b: Understand some of the ways texts reflect the social, cultural and historical contexts in which they were written</p> <p>7.4c: Understand and summarize information and ideas from a text, identifying the main ideas, themes and purposes</p> <p>7.4d: Develop and deploy strategies for dealing with unfamiliar words in texts (deciding if they're vital, using contextual clues, etc.)</p> <p>7.4e: Explore new words, their origins and links to other words, adding them to their own expanding vocabulary</p>	<p>8.4a: Draw inferences, such as inferences about the culture texts are a part of, using evidence</p> <p>8.4b: Appreciate the different ways texts reflect the social, cultural and historical contexts in which they were written</p> <p>8.4c: Understand, summarize and synthesize information and ideas from more than one text, tracing the development of the main ideas, themes and purposes</p> <p>8.4d: Explain an increasingly wide range of vocabulary used in different texts, using a range of strategies to interpret unfamiliar words</p> <p>8.4e: Continue to expand vocabulary, by focusing on new words, their similarity to other words and exploring nuances of meaning</p>	<p>9.4a: Develop interpretations of texts, using inference and deduction, teasing out meanings and making connections between insights</p> <p>9.4b: Analyze in depth the ways texts can reflect the social, cultural and historical contexts in which they were written</p> <p>9.4c: Collate, synthesize and evaluate information and ideas from a range of texts, analysing how writers develop and explore ideas themes and purposes in a variety of related texts</p> <p>9.4d: Discuss the meaning and impact of the vocabulary used in a wide range of texts, drawing on the most appropriate strategies to interpret unfamiliar words, including context and the use of dictionaries</p> <p>9.4e: Continue to expand vocabulary, embracing new words, exploring their origins, links to other words and showing awareness of how meanings may change over time.</p>

Curriculum at a glance

Strand	Year 1	Year 2	Year 3	Year 4
	Students can:	Students can:	Students can:	Students can:
■ Reading critically	<p>1.4h: Participate in discussion about books that are read to them and those they can read for themselves</p> <p>1.4i: Discuss favourite words they encounter in books</p> <p>1.4j: Express preferences about what they read</p>	<p>2.4h: Participate in discussion about books, poems and other works that are read to them and those they can read for themselves</p> <p>2.4i: Discuss favourite words or phrases they encounter in books</p> <p>2.4j: Express preferences and share their opinions about what they read</p>	<p>3.4g: Know that language, structure and presentation contribute to meaning</p> <p>3.4h: Discuss interesting words that they come across in their reading</p> <p>3.4i: Learn about themes and conventions in a wide range of books</p>	<p>4.4g: Identify how language, structure and presentation contribute to meaning</p> <p>4.4h: Discuss words and phrases that capture the reader’s interest and imagination</p> <p>4.4i: Identify themes and conventions in a wide range of books</p>
5 Writing skills				
■ Handwriting	<p>1.5a: Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>1.5b: Begin to form lower-case letters and numbers 0–9 in the correct direction, starting and finishing in the right place</p>	<p>2.5a: Write lower-case letters, capital letters and digits of the correct size, orientation and relationship to one another</p> <p>2.5b: Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>3.5a: Increase the legibility, consistency and quality of their handwriting</p> <p>3.5b: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>4.5a: Consolidate the use of diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>

Year 5	Year 6	Year 7	Year 8	Year 9
Students can:	Students can:	Students can:	Students can:	Students can:
<p>5.4f: Identify how language, structure and presentation contribute to meaning in a range of texts</p> <p>5.4g: Discuss how authors use language</p> <p>5.4h: Identify and discuss themes and conventions across a wide range of writing</p> <p>5.4i: Make comparisons within texts</p>	<p>6.4f: Explore how language, structure and presentation contribute to meaning in a wider range of texts</p> <p>6.4g: Recognize how authors use language, including figurative language, to create effects</p> <p>6.4h: Evaluate themes and conventions in and across a wide range of writing</p> <p>6.4i: Make comparisons within and across two texts</p>	<p>7.4f: Explain some of the ways writers use structure, organization and presentational devices appropriate for purpose and audience</p> <p>7.4g: Discuss how writers use features of language, including figurative language, to create particular effects</p> <p>7.4h: Study setting, plot and characterization, and the effects of these</p> <p>7.4i: Compare texts in the same form, on the same topic or with the same theme, making comments</p> <p>7.4j: Recognize how the work of dramatists is communicated through performance</p> <p>7.4k: Recognize some poetic conventions</p>	<p>8.4f: Examine the ways writers use structure, organization and presentational devices appropriate for purpose and audience and to position the reader</p> <p>8.4g: Explain how writers use different language and grammatical features in a range of texts to convey meaning and create effect</p> <p>8.4h: Understand and examine setting, plot and characterization, and the effects of these</p> <p>8.4i: Make detailed comparisons between one or more texts in the same form, on the same topic or with the same theme</p> <p>8.4j: Explain how the work of dramatists is communicated effectively through performance</p> <p>8.4k: Examine a growing range of poetic forms and conventions, and understand how these have been used</p>	<p>9.4f: Evaluate the significance of specific structural, organizational and presentational choices in a range of texts, and how they are used to manipulate the reader</p> <p>9.4g: Analyze in some detail how writers use a range of linguistic features and grammatical features deliberately to create effects and elicit a particular response</p> <p>9.4h: Evaluate setting, plot and characterization in a range of texts, and the effects of these</p> <p>9.4i: Compare and contrast texts in the same form, on the same topic or with the same theme, making detailed, analytical comments</p> <p>9.4j: Examine how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</p> <p>9.4k: Evaluate a wide range of poetic forms and conventions, and understand how these have been used to create effects and elicit a particular response</p>
<p>5.5a: Increase legibility and fluency in writing, so that choice of letter shape and decisions about which letters to join becomes speedier and more natural</p>	<p>6.5a: Write legibly, fluently and with increasing speed</p>			

Curriculum at a glance

Strand	Year 1	Year 2	Year 3	Year 4
	Students can:	Students can:	Students can:	Students can:
■ Spelling	<p>1.5c: Spell common exception words</p> <p>1.5d: Spell words containing each of the phonemes already taught (by segmenting spoken words into phonemes and representing these by graphemes)</p> <p>1.5e: Add some simple prefixes and suffixes</p> <p>1.5f: Name the letters of the alphabet in order</p> <p>1.5g: Use letter names to distinguish between alternative spellings of the same sound</p>	<p>2.5c: Spell common exception words</p> <p>2.5d: Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>2.5e: Add suffixes to spell longer words</p>	<p>3.5c: Spell words that are often misspelt</p> <p>3.5d: Use a dictionary and electronic methods to check the spelling of words</p> <p>3.5e: Use further prefixes and understand how to add them</p>	<p>4.5b: Spell words that are often misspelt</p> <p>4.5c: Use the first two or three letters of a word to check its spelling and meaning using a dictionary or electronic methods</p> <p>4.5d: Use further prefixes and suffixes and understand how to add them</p>
■ Grammar and punctuation	<p>1.5h: Join words and join clauses using ‘and’</p> <p>1.5i: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>1.5j: Leave a space between words</p> <p>1.5k: Use a capital letter for names of people, places and the personal pronoun</p>	<p>2.5f: Learn how to use subordination (with the words: when, if, that, because) and coordination (with the words: and, or, but)</p> <p>2.5g: Use sentences with different forms: statement, question, exclamation, command</p> <p>2.5h: Use spacing between words that reflects the size of the letters</p> <p>2.5i: Use the present and past tenses correctly and consistently, including the progressive form</p> <p>2.5j: Learn how to use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the possessive (singular)</p> <p>2.5k: Use expanded noun phrases to describe and specify</p>	<p>3.5f: Use conjunctions, adverbs and prepositions to express time and cause</p> <p>3.5g: Extend the range of multi-clause sentences by using a wider range of conjunctions</p> <p>3.5h: Use inverted commas in direct speech and commas before reporting clause</p> <p>3.5i: Use the terms: noun, noun phrase, adjective, adverb</p>	<p>4.5e: Use greater range of subordinating conjunctions, e.g. since, unless, although</p> <p>4.5f: Use fronted adverbials</p> <p>4.5g: Choose nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition</p> <p>4.5h: Use the present perfect form of verbs</p> <p>4.5i: Indicate possession by using the possessive apostrophe with plural nouns</p>

Year 5	Year 6	Year 7	Year 8	Year 9
Students can:	Students can:	Students can:	Students can:	Students can:
<p>5.5b: Spell some words with ‘silent’ letters</p> <p>5.5c: Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned</p> <p>5.5d: Use further prefixes and suffixes and understand the guidance for adding them</p>	<p>6.5b: Spell some words with ‘silent’ letters</p> <p>6.5c: Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned</p> <p>6.5d: Use further prefixes and suffixes and understand the guidance for adding them</p>	<p>7.5a: Work towards increasing accuracy of spelling of common and less common words</p> <p>7.5b: Identify words they personally find tricky and develop strategies to help remember correct spellings</p>	<p>8.5a: Continually work towards improving spelling, in both initial drafts and final proof check of own work</p> <p>8.5b: Be aware of commonly misspelt words and ensure correct spelling is embedded</p>	<p>9.5a: Increase proficiency in spelling by checking own work, revising the spelling of common tricky words and identify new words with unusual spellings</p>
<p>5.5e: Use devices to build cohesion within a paragraph, e.g. then, after that, firstly</p> <p>5.5f: Use devices to link ideas across paragraphs, such as adverbials of time and number, e.g. later, secondly</p> <p>5.5g: Use relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun</p> <p>5.5h: Use the perfect form of verbs to mark relationships of time and cause</p> <p>5.5i: Punctuate bullet points to list information</p> <p>5.5j: Use expanded noun phrases to convey complicated information concisely</p> <p>5.5k: Use commas to clarify meaning or avoid ambiguity and to indicate parenthesis</p> <p>5.5l: Use brackets, dashes or commas to indicate parenthesis</p>	<p>6.5e: Use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition, adverbials, ellipsis</p> <p>6.5f: Recognize vocabulary and structures appropriate for formal and informal speech and writing, e.g. question tags in informal language</p> <p>6.5g: Understand how to show levels of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. will, might, should, could)</p> <p>6.5h: Use passive verbs to affect the presentation of information in a sentence</p> <p>6.5i: Use colons to introduce a list and semi-colons within lists</p> <p>6.5j: Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>6.5k: Use hyphens to avoid ambiguity</p>	<p>7.5c: Recognize how straightforward grammatical features help to convey meaning and cohesion in different texts</p> <p>7.5d: Understand the conventions of Standard English and how to use them when appropriate in their writing</p> <p>7.5e: Understand and use appropriately the conventions of sentence grammar in their writing</p> <p>7.5f: Consolidate knowledge of punctuation and demonstrate ability to use it accurately in own writing</p> <p>7.5g: Use some appropriate grammatical terminology when discussing reading, writing and spoken language</p>	<p>8.5c: Consider how different grammatical features are used to help to convey meaning and create cohesion and effects in different texts</p> <p>8.5d: Appreciate the significance and importance of Standard English, and know how and when to use it, and non Standard English, consistently in their own writing</p> <p>8.5e: Write grammatically accurate texts, drawing on their knowledge of the conventions of sentence grammar, and are able to explain their choices</p> <p>8.5f: Review knowledge and use of punctuation, understanding how it can clarify meaning and increase accuracy and precision of text</p>	<p>9.5b: Explain how grammatical features are selected and deliberately deployed to convey ideas and create cohesion and impact in different texts</p> <p>9.5c: Write fluently and sustain Standard English in a wide variety of texts and contexts, and for a range of purposes and audiences, knowing when to use non Standard English for particular effect</p> <p>9.5d: Write with grammatical accuracy and flexibility, articulating reasons for their choices and linking them with purpose and effect</p> <p>9.5e: Revise full range of punctuation and show understanding of how it can create different effects and clarify meaning for the reader</p>

Curriculum at a glance

Strand	Year 1	Year 2	Year 3	Year 4
	Students can:	Students can:	Students can:	Students can:
6 Writing composition				
■ Composition: Plan	1.6a: Plan their writing orally	2.6a: Plan their writing orally by saying out loud what they are going to write about 2.6b: Encapsulate what they want to say, sentence by sentence	3.6a: Plan their writing orally by discussing and recording ideas 3.6b: Discuss writing similar to that which they are planning to write	4.6a: Plan their writing orally and on paper by discussing and recording ideas 4.6b: Discuss a range of text types similar to that which they are planning to write in order to understand and learn from their structure, vocabulary and grammar
■ Composition: Draft and write	1.6b: Write two or more statements on a given subject 1.6c: Sequence sentences to form short narratives 1.6d: Begin to write for different purposes, e.g. lists, instructions and simple stories 1.6e: Use simple words and phrases to convey meaning 1.6f: Write some captions and labels and attempt other simple forms of writing	2.6c: Begin to use paragraphs 2.6d: Retell narratives in a correct sequence, drawing on the language patterns of familiar stories 2.6e: Write a range of different types of text for different purposes 2.6f: Use a growing range of Tier 1 vocabulary 2.6g: Write non-fiction such as lists and instructions	3.6c: Organize paragraphs around a theme 3.6d: Write narratives, beginning to consider settings, characters and plot 3.6e: Write a range of different types of text, for different purposes, on paper and on screen 3.6f: Experiment with interesting words in their writing 3.6g: Write non-narrative material, including chronological and non-chronological non-fiction texts, using simple organizational devices such as headings	4.6c: More confidently organize paragraphs around a theme 4.6d: Write narratives, creating settings, characters and plot 4.6e: Write a range of forms for different purposes, beginning to adapt style as appropriate, on paper and on screen 4.6f: Experiment with Tier 2 and Tier 3 vocabulary in their writing, as appropriate 4.6g: Write non-narrative material, using simple organizational devices such as headings and sub-headings

Year 5	Year 6	Year 7	Year 8	Year 9
Students can:	Students can:	Students can:	Students can:	Students can:
5.6a: Plan their writing orally and on paper by noting and developing their ideas 5.6b: Use an increasing range of narrative and non-narrative texts as models for their own writing 5.6c: Identify the audience for, and purpose of, the writing and select the appropriate form	6.6a: Plan their writing orally and on paper by noting and developing their initial ideas 6.6b: Understand the language, structure and presentation of an increasing range of narrative and non-narrative texts and use them as models for their own writing 6.6c: Identify the audience for, and purpose of, the writing and select the appropriate form	7.6a: Plan their writing by exploring various techniques for recording their ideas to create detailed plans prior to writing 7.6b: Draw on their understanding of the organization, purpose and presentational devices of a wide range of complex texts and use them as models for their own writing 7.6c: Identify the audience for, and purpose of, the writing, considering how their writing should be organized appropriately for the needs of the reader	8.6a: Plan their writing by selecting appropriate planning techniques for organizing and recording their ideas prior to writing 8.6b: Draw on their understanding of the organization, purpose and presentational devices of a wide range of complex texts and select appropriate elements to use in their own writing 8.6c: Identify the audience for, and purpose of, the writing, considering how their writing should be organized appropriately for the needs of the reader, using a more formal style where appropriate	9.6a: Plan their writing by identifying the most suitable planning technique for a specific writing task, and organize ideas and structure accordingly in note form 9.6b: Draw on the organization, purpose and presentational devices of a wide range of complex texts as a model for their own writing and adapt conventions to suit their purpose, as appropriate 9.6c: Identify the audience for, and purpose of, the writing, considering how their writing should be organized appropriately for the needs of the reader, showing some adaptation of style and register to different forms
5.6d: Organize writing appropriately, including the use of paragraphs and a range of organizational devices 5.6e: Write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action 5.6f: Write an increasingly wide range of genres, on paper and on screen 5.6g: Use a growing range of Tier 2 and Tier 3 vocabulary, as appropriate, in their written work 5.6h: Write non-narrative material, using a growing range of organizational and presentational devices, such as bullet points	6.6d: Use a wide range of appropriate devices to build cohesion within and across paragraphs 6.6e: Write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action 6.6f: Write an increasingly wide range of texts, for different purposes, adapting style confidently and as appropriate, on paper and on screen 6.6g: Make more adventurous vocabulary choices and increasingly use Tier 2 and Tier 3 vocabulary in their written work 6.6h: Write non-narrative material, using a growing range of organizational and presentational devices, such as bullet points	7.6d: Apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form 7.6e: Draw on knowledge of literary devices from their reading to enhance the impact of their writing 7.6f: Write fluently a wide range of formal and informal texts for a wide range of purposes/ audiences 7.6g: Vary vocabulary according to topic and purpose, and use the main conventions of Standard English when appropriate	8.6d: Use a controlled and clear structure, employing organizational devices as appropriate 8.6e: Confidently use knowledge of literary and rhetorical devices from their reading to enhance the impact of their writing 8.6f: Write fluently and effectively, complex and well-structured texts for a range of purposes/ audiences 8.6g: Make imaginative vocabulary choices and use Tier 2 and Tier 3 vocabulary with some precision and for particular effects	9.6d: Skilfully control and organize information and ideas, using a range of devices to position the reader 9.6e: Use and adapt literary and rhetorical devices, learned from their reading, to enhance the impact of their writing 9.6f: Confidently adapt style for a wide range of complex purposes and show a sophisticated understanding of the needs of their audience 9.6g: Use a varied range of vocabulary to create effects, including appropriate Tier 2 and Tier 3 vocabulary confidently and precisely

Curriculum at a glance

Strand	Year 1	Year 2	Year 3	Year 4
	Students can:	Students can:	Students can:	Students can:
6 Writing composition				
■ Composition: Evaluate and edit	1.6g: Read aloud their writing clearly enough to be heard by their peers and the teacher 1.6h: Discuss what they have written with the teacher or other students 1.6i: Re-read what they have written to check that it makes sense	2.6h: Read aloud what they have written with appropriate intonation to make the meaning clear 2.6i: Consider their writing with the teacher and other pupils 2.6j: Proofread to check for errors in spelling, grammar and punctuation	3.6h: Read aloud their own writing to a group or the whole class, using appropriate intonation 3.6i: Assess the effectiveness of their own and others' writing 3.6j: Proofread for spelling, grammar and punctuation errors	4.6h: Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear 4.6i: Assess the effectiveness of their own and others' writing and suggest improvements 4.6j: Proofread for spelling, grammar and punctuation errors

Year 5	Year 6	Year 7	Year 8	Year 9
Students can:	Students can:	Students can:	Students can:	Students can:
5.6i: Perform their own compositions, using appropriate intonation and volume to make meaning clear 5.6j: Assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 5.6k: Proofread for spelling, grammar and punctuation errors	6.6i: Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear 6.6j: Make judgements about the writing's fitness for purpose, considering content, structure and sequence 6.6k: Proofread their own and others' writing for spelling, grammar and punctuation errors	7.6h: Read aloud the first draft of their work to ensure key techniques have been used and to check spelling, grammar and punctuation 7.6i: Consider how their writing reflects the audiences and purposes for which it was intended	8.6h: Consider how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register 8.6i: Amend the vocabulary, grammar and structure of their writing to improve its coherence, accuracy and overall effectiveness	9.6h: Consider how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register 9.6i: Amend the vocabulary, grammar and structure of their writing to improve its coherence, accuracy and overall effectiveness

Schemes of work

Schemes of work provide a clear structure for the delivery of the curriculum in each academic year, mapping out scope and sequence, and providing a teaching route which students can follow. They are available at both an overview (week-by-week) and detailed (lesson-by-lesson) level.

Oxford International CurriculumEnglish											
SCHEME OF WORK: YEAR 1											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Fiction: At home		Non-fiction: Show me, tell me		Reflection and review	Poetry: Everyday poems		Fiction: Make the world a better place		Reflection and review		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Non-fiction: Water world		Poetry: Creatures big and small		Reflection and review	Fiction: The world around me		Non-fiction: About my life		Reflection and review		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Fiction: Feelings and emotions		Poetry: Out and about		Reflection and review	Non-fiction: Weather		Fiction and Poetry: Family fun		Reflection and review		

Oxford International CurriculumEnglish											
SCHEME OF WORK: YEAR 7											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Water		Climate		Reflection and review	Air		Rubbish		Reflection and review		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Catastrophe		Feeding the world		Reflection and review	Wildlife		Living together		Reflection and review		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Changing places		Identity		Reflection and review	Community		Heroes / Courage		Reflection and review		

Curriculum aligned
Every learning objective mapped on to a week-by-week, lesson-by-lesson teaching plan

Multiple views
Schemes of work provided at both weekly and lesson-by-lesson level, for ease of planning

Lesson plans
Lesson titles link in to individual lesson plans

SCHEME OF WORK: YEAR 7

Week	Lesson title	Learning outcomes
Water		
1	1.1 Talking about water: Introduction	7.1b: Communicate information and ideas on familiar topics clearly and logically to a range of audiences 7.4c: Understand and summarize information and ideas from a text, identifying the main ideas, themes and purposes
	1.2 Writing about water: Composition	7.5c: Recognize how straightforward grammatical features help to convey meaning and cohesion in different texts 7.6a: Plan their writing by exploring various techniques for recording their ideas to create detailed plans prior to writing
	1.3 Reading about water: Non-fiction	7.3b: Read and watch a range of fiction, poetry and non-fiction texts, consolidating awareness of typical features of different types 7.4f: Explain some of the ways writers use structure, organization and presentational devices appropriate for purpose and audience
	1.4 Writing about water: Leaflets	7.4i: Compare texts in the same form, on the same topic or with the same theme, making comments 7.5e: Understand and use appropriately the conventions of sentence grammar in their writing 7.6b: Draw on their understanding of the organization, purpose and presentational devices of a wide range of complex texts and use them as models for their own writing
2	2.1 Reading about water: Between the lines	7.4a: Explore layers of meaning within a text, using inference and deduction, drawing conclusions based on different points in a text 7.4g: Discuss how writers use features of language, including figurative language, to create particular effects
	2.2 Writing about water: The first person	7.5f: Consolidate knowledge of punctuation and demonstrate ability to use it accurately in own writing 7.6g: Vary vocabulary according to topic and purpose, and use the main conventions of Standard English when appropriate
	2.3 Reading about water: Poetry	7.4g: Discuss how writers use features of language, including figurative language, to create particular effects 7.4k: Recognize some poetic conventions
	2.4 Writing a poem inspired by a water gypsy	7.5g: Use some appropriate grammatical terminology when discussing reading, writing and spoken language 7.6f: Write fluently a wide range of formal and informal texts for a wide range of purposes/audiences
3	3.1 Talking about water: Paintings	7.1c: Make clear and relevant contributions to a group discussion or debate, building on others' ideas 7.3a: Develop an appreciation of reading and read increasingly high quality and challenging material independently 7.6d: Apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form
	3.2 Reading about water: Setting, plot, and characters	7.3a: Develop an appreciation of reading and read increasingly high quality and challenging material independently 7.4h: Study setting, plot and characterization, and the effects of these
	3.3 Talking about water:	7.1c: Make clear and relevant contributions to a group discussion or

Lesson plans

Oxford International Curriculum

English

YEAR 3 Fiction: Home and school

Week 1, Lesson 2: Stories with familiar settings

Learning outcomes: 3.3c, 3.4a, 3.4c, 3.4f

Context

- In this lesson, children will be introduced to and listen to part of the story *Abdullah's Butterfly*. They will answer questions about the text.
- Children will develop their reading skills by identifying details and discussing vocabulary, character and events.
- This lesson should take around 45 minutes to an hour, although the timing is flexible to suit different timetables.

Materials

flipchart and pens, paper and pencils

Lesson summary

Children listen to part of a story, and identify key details about the setting, events and characters. They discuss some of the vocabulary in the story.

Joy of Learning

GSP

Global Skills Projects

- 2.3c: See different points of view

WB

Wellbeing

- Active English: Act out verbs to reinforce understanding

Resources

Oxford International Primary English Student Book 3

Vocabulary

character, compare, point of view

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OXFORD

Curriculum aligned

Every lesson highlights the learning outcomes it covers, linking back to the curriculum at a glance document

Flexible

Indicative timings are given, but additional activities allow for customization, and differentiation suggestions are provided

Step-by-step

Guidance structured to navigate through the delivery of the lesson

Joy of Learning

Opportunities to link to the Global Skills Projects and Wellbeing curricula are highlighted

Introductory activity

- Tell the children that you are going to read part of a story called *Abdullah's Butterfly* to them. Ask them to think about the setting of the story as they listen.
- Read p.10 of *Student Book 3* to the children, then ask them to help you brainstorm everything they have found out so far. For example: where the story is set (Malaysia, in Abdullah's home); who Abdullah lives with (his mother and grandfather); what is happening (Abdullah is getting ready for school), why he catches butterflies (to make money for porridge). Write down their ideas on a flipchart, perhaps as a spider diagram.

Main activity

- Using the glossary, make sure the children understand the words 'porridge', 'satchel' and 'weave'. Check they understand that 'papaya' is a fruit that grows in warm countries.
- WB

 Look at the two verbs 'shrug' and 'snatch'. Write them on the board and ask: *Do you know what this word means?* Invite children to share their ideas and confirm the meaning by acting them out, for example, show them a big 'shrug', demonstrate how you might 'snatch' something. Ask the children to join in, saying the word alongside the action each time. Then do one of the actions and ask the children to call out the correct word. Ask: *What do these words mean in the story?* Ask the children to read the relevant sentences and explain how the words are used in the story.
- Put the children in pairs and ask: *What does Abdullah's mother tell him to do?* (work hard and get a good job) *What does his grandfather tell him to do?* (catch butterflies so there is money for porridge). Encourage children to refer to the text and to discuss their ideas.
- GSP

 As a class, discuss the different things Abdullah's mother and grandfather focus on. Ask: *What are mother/grandfather's reasons for saying that? Why is that important to her/him? Who do you agree with?* Explain that there is no right or wrong answer (they may agree with both characters) and that each character has their own point of view, just as the children do.
- Then read p.11 of *Student Book 3*. Ask: *Did Abdullah follow his mother's advice about studying hard? Do you think Abdullah's family have a lot of money? Why? Why not?*
- In their pairs, ask children to compare what they know about Abdullah's school day with their own (for example, his journey to school, what he studies, what he takes for lunch).

Additional task

- Pairs could write brief notes on their findings about Abdullah's school day.

Learning review

- Children have been introduced to the story *Abdullah's Butterfly*, and have looked at the meaning of some of the vocabulary.
- They have discussed the details and main events in the story so far, and have talked about the characters, beginning to consider point of view.

Differentiation

- While children talk in their pairs, move around the classroom and support them in expressing their ideas.

Extension task

- Children could carry out some research about school life in Malaysia.

Assessment information

Our assessment framework provides a structured way for teachers and students to measure their progress against the learning outcomes, through projects, observations, written work and group work. Year-end tests serve to help teachers assess the student's achievement over the course of any full year of study.

Formative assessment: Assessment for learning is signposted within lesson plans, and teachers are provided with the tools to deliver ongoing, flexible formative assessment through quizzes and question items that can be customized by both level and topic.

Summative assessment: Achievement tests at the end of Year 6, 7, 8, 9.

We envisage that progress will be assessed using a range of tools and settings, including group projects, observations and activities. Learning may be integrated with other subject areas, including the Global Skills Projects and Wellbeing curricula.

The spiral model

The underlying structure of the curriculum has a spiral development model. This means that each learning theme is analyzed into skills areas. These are revisited each year at higher levels of complexity and depth.

The spiral development model reinforces learning and builds on previous achievement. It makes it easier for students to develop and gives coherence and structure to the learning journey.

English assessment framework

The assessment framework provides assessment criteria linked to every learning outcome in the curriculum. Teachers will assess students against these criteria, to monitor and confirm students' progress.

The curriculum is organized into the following broad strands: Spoken English, Reading and Writing. Spoken English is organized around key skills students will need in order to communicate across all curriculum subjects. In Year 1, within the Reading strand, there is a focus on word reading and phonic skills, together with opportunities to reflect upon and discuss books and the development of early comprehension strategies. From Year 2 onwards, as students become more confident and fluent with word reading, the focus of the Reading curriculum moves away from phonics and towards comprehension and reading critically. The Writing strand is organized into writing skills and writing composition through careful planning, drafting and evaluating what students have written. Across all strands, there is a focus on encouraging students to build a rich vocabulary to help them to access other subjects and express themselves effectively.

This framework can be used as the basis of formal and informal observations of students as their learning progresses through each year. The framework is organized into statements of developing, secure and extending learning. The statements are intended to be 'can do' statements, where the teacher considers if a student is developing, secure or extending each learning outcome; whether they are working towards, meeting or exceeding each learning outcome. This judgement should be based on day-to-day observations and can also be informed by summative assessment.

Judgement should not be based on one observation or a test but arrived at from day-to-day observations. Students should be able to demonstrate their understanding in discussions with their peers and teachers using verbal communication and appropriate linguistic and literary language. They should also communicate their understanding in writing, using pictures and diagrams in addition to actions and play. Evidence should be analysed to decide whether students can achieve the 'can do' statements, or have broadened and deepened their knowledge beyond a given statement.



Evidence of whether children are meeting statements can be drawn from a range of activities, settings and situations.

- Within Reading, it is essential that formal and informal observations are based on texts at an appropriate level – this could be during guided or group reading, when reading with a child one-to-one, when taking it in turns to read aloud within a class setting, or as and when is appropriate. There is more information about Oxford Reading Levels on the Oxford University Press website.
- Within Writing, observations should be ideally based on pieces of independent writing, increasingly so beyond the earlier years. Evidence can be drawn from a range of writing activities.
- For Spoken English, evidence can be based on a range of activities: group discussions, one-to-one conversations, interactions with their peers (more so in the earlier years) and in organized group activities such as poetry recitals, plays and improvisations.

Evidence should be collected and analysed to decide whether children are working towards the ‘can do’ statement (developing) and to identify areas to focus on, whether they are achieving the ‘can do’ statement (secure), or whether they are working beyond the ‘can do’ statement (extending).

- **Developing:** The student has made some progress but has not yet achieved the specified learning outcome.
- **Secure:** The student has fully achieved the learning outcome.
- **Extending:** The student has exceeded the learning outcome and achieved additional skills or deeper understanding beyond those specified.

These criteria allow the teacher to acknowledge the achievement of all students including those with additional learning needs. They provide a sound framework to confirm that the class as a whole has reached mastery of the universal learning outcomes and a route to exceptional achievement for students who wish to move more quickly and extend their skills and understanding.

YEAR ONE

Introduction

This curriculum assumes that students will have developed early reading, writing, speaking and listening skills in an Early Years setting (see Prior Learning document for more information).

This framework can be used as the basis of formal and informal observations of students as their learning progresses through Year 1.

By the end of Year 1, students will be expected to read many words automatically. They will use their developing phonics knowledge and skills to help them to decode and blend unfamiliar words accurately, to spell most CVC (consonant-vowel-consonant) words and write their own simple statements. In their reading, writing, speaking and listening, they will be exploring new words and building their vocabulary. Learning to listen, respond and take it in turns in discussions is a focus this year, as is taking part in recitations of poems and rhymes. They will discuss texts they read themselves, and listen to and answer simple questions to demonstrate their understanding.

Learning outcomes

These learning outcomes set out a programme of study in English for Year 1.

During the year, every student will:

- 1.1a:** Listen and respond appropriately to adults and other pupils
- 1.1b:** Develop narratives and explanations by linking ideas or events
- 1.1c:** Participate in discussion, taking turns and listening to what others say
- 1.1d:** Participate in group recitations of rhymes and poems, or listen and join in with predictable phrases
- 1.1e:** Use past, present and future forms when talking about events
- 1.1f:** Develop their Tier 1 vocabulary, exploring the meanings and sounds of new words
- 1.2a:** Apply phonic knowledge and skills as the route to decode words
- 1.2b:** Read common exception words
- 1.2c:** Read accurately by blending sounds in unfamiliar words containing grapheme–phoneme correspondences that have been taught
- 1.2d:** Read aloud accurately books that are consistent with their developing phonic knowledge
- 1.2e:** Re-read simple known texts to develop fluency
- 1.2f:** Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- 1.3a:** Become familiar with key stories, fairy stories and traditional tales, retelling them and showing an understanding of the main elements
- 1.3b:** Distinguish between fiction and non-fiction texts
- 1.3c:** Listen to and discuss a wide range of poems, stories and non-fiction written for children, at a level beyond that at which they can read independently

Understand the books they can read accurately and fluently, and those they listen to by:

1.4a: drawing simple inferences (for example, about characters’ feelings)

1.4b: predicting what might happen on the basis of what has been read so far

1.4c: explaining their understanding of what is read to them

1.4d: checking that the text makes sense to them and correcting inaccurate reading

1.4e: discussing the significance of the title and events

1.4f: drawing on what they already know, or on background information and vocabulary provided by the teacher

1.4g: Discuss the meaning of words, linking new meanings to those already known

1.4h: Participate in discussion about books that are read to them and those they can read for themselves

1.4i: Discuss favourite words they encounter in books

1.4j: Express preferences about what they read

1.5a: Sit correctly at a table, holding a pencil comfortably and correctly

1.5b: Begin to form lower-case letters and numbers 0–9 in the correct direction, starting and finishing in the right place

1.5c: Spell common exception words

1.5d: Spell words containing each of the phonemes already taught (by segmenting spoken words into phonemes and representing these by graphemes)

1.5e: Add some simple prefixes and suffixes

1.5f: Name the letters of the alphabet in order

1.5g: Use letter names to distinguish between alternative spellings of the same sound

1.5h: Join words and join clauses using ‘and’

1.5i: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

1.5j: Leave a space between words

1.5k: Use a capital letter for names of people, places and the personal pronoun

1.6a: Plan their writing orally

1.6b: Write two or more statements on a given subject

1.6c: Sequence sentences to form short narratives

1.6d: Begin to write for different purposes, for example, lists, instructions and simple stories

1.6e: Use simple words and phrases to convey meaning

1.6f: Write some captions and labels and attempt other simple forms of writing

1.6g: Read aloud their writing clearly enough to be heard by their peers and the teacher

1.6h: Discuss what they have written with the teacher or other students

1.6i: Re-read what they have written to check that it makes sense

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

1.1a: *Listen and respond appropriately to adults and other pupils*

Developing: The student pays attention to the person talking.

Secure: The student focuses on the person talking and ignores background noises.

Extending: The student gives full attention to the person talking and answers simple, predictable questions.

1.1b: *Develop narratives and explanations by linking ideas or events*

Developing: The student makes relevant observations.

Secure: The student shares observations that are relevant and helps to link ideas or events.

Extending: The student talks to add information, express ideas or to explain actions or events.

1.1c: *Participate in discussion, taking turns and listening to what others say*

Developing: The student shares ideas in a group discussion.

Secure: The student shares ideas in a discussion and pays attention to others when they are talking.

Extending: The student shares ideas in a discussion, understands when to let others talk and listens attentively.

1.1d: *Participate in group recitations of rhymes and poems, or listen and join in with predictable phrases*

Developing: The student listens to recitations and joins in with predictable phrases.

Secure: The student takes part in recitations of rhymes and poems.

Extending: The student takes part in recitations of rhymes and poems, speaking clearly.

1.1e: *Use past, present and future forms when talking about events*

Developing: The student shows some awareness of changing tense to talk about events that are happening now, that have happened and that will happen, although they may need correcting.

Secure: The student uses different tenses to talk about events that are happening now, that have happened and that will happen.

Extending: The student switches between tenses, usually using the correct tense to talk about events that are happening now, that have happened and that will happen.

1.1f: *Develop their Tier 1 vocabulary, exploring the meanings and sounds of new words*

Developing: The student asks what an unknown word means.

Secure: The student shows some awareness in similarities between words in terms of how they sound or look.

Extending: The student offers observations about similarities in words in terms of how they look, sound and what they mean.

1.2a: *Apply phonic knowledge and skills as the route to decode words*

Developing: The student attempts to use phonic strategies to read unfamiliar words, with support if necessary.

Secure: The student, when encountering unfamiliar words, makes plausible attempts to use their phonic knowledge and skills to decode them.

Extending: The student confidently uses phonic strategies to successfully read unfamiliar words.

1.2b: *Read common exception words*

Developing: The student can recognize and read some common exception words.

Secure: The student can read taught common exception words automatically.

Extending: The student can read taught common exception words accurately, fluently and consistently.

- 1.2c:** *Read accurately by blending sounds in unfamiliar words containing grapheme–phoneme correspondences that have been taught*
- Developing:** The student can make plausible attempts to blend sounds in words that contain the graphemes taught so far.
- Secure:** The student can confidently, and with a good degree of accuracy, read words containing graphemes taught so far by decoding and blending the sounds, recognizing alternative sounds for a range of graphemes.
- Extending:** The student can confidently and accurately read words containing graphemes taught so far by decoding and blending the sounds, recognizing alternative sounds for a range of graphemes.
- 1.2d:** *Read aloud accurately books that are consistent with their developing phonic knowledge*
- Developing:** The student can read simple texts aloud with some support.
- Secure:** The student can read aloud accurately books consistent with their phonic knowledge, beginning to use expression to show awareness of punctuation.
- Extending:** The student can read aloud accurately books consistent with their phonic knowledge, using expression to show awareness of punctuation.
- 1.2e:** *Re-read simple known texts to develop fluency*
- Developing:** The student can re-read known texts aloud with some support.
- Secure:** The student can re-read known texts with increasing fluency.
- Extending:** The student can re-read known texts with confidence and fluency.
- 1.2f:** *Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes*
- Developing:** The student can identify most grapheme phoneme correspondences.
- Secure:** The student can confidently identify the correct sound to graphemes for all 40+ phonemes, including some alternative sounds for graphemes.
- Extending:** The student can confidently identify grapheme phoneme correspondences, including most alternative sounds for graphemes, without prompting.
- 1.3a:** *Become familiar with key stories, fairy stories and traditional tales, retelling them and showing an understanding of the main elements*
- Developing:** The student can retell known stories, including significant events in sequence.
- Secure:** The student can identify the main elements of familiar stories, including setting, events, main characters, and retell them with growing confidence.
- Extending:** The student can confidently retell a wider range of key stories, including the main elements and significant events in sequence.
- 1.3b:** *Distinguish between fiction and non-fiction texts*
- Developing:** The student can talk about some simple common features of non-fiction texts (for example, photos, labels, captions, contents).
- Secure:** The student can recognize some simple common features of non-fiction texts (for example, photos, labels, captions, contents).
- Extending:** The student can talk about simple common features of non-fiction texts and distinguish between fiction and non-fiction texts.

- 1.3c:** *Listen to and discuss a wide range of poems, stories and non-fiction written for children, at a level beyond that at which they can read independently*
- Developing:** The student can, with prompting, talk about simple texts, expressing basic opinions.
- Secure:** The student can talk about texts, making relevant observations.
- Extending:** The student can talk about a wide range of texts, answering simple questions and finding information in response to direct questions.
- 1.4a - 1.4f:** *Understand the books they can read accurately and fluently, and those they listen to by:*
- 1.4a:** *drawing simple inferences (for example, about characters’ feelings)*
- Developing:** The student can answer simple questions about the text, for example about characters’ actions or feelings.
- Secure:** The student can comment on obvious characteristics and actions of characters in stories.
- Extending:** The student can provide simple explanations about events or information, for example why a character acted in a certain way.
- 1.4b:** *predicting what might happen on the basis of what has been read so far*
- Developing:** The student is beginning to make predictions based on titles, text, blurb and/or illustrations.
- Secure:** The student can make plausible predictions about the plot of an unknown story, using the text and other book features.
- Extending:** The student can make plausible predictions about characters, using knowledge of the story and own experiences.
- 1.4c:** *explaining their understanding of what is read to them*
- Developing:** The student can talk about main points of key events in a simple text.
- Secure:** The student, with support, can answer simple questions/find information in response to a direct question.
- Extending:** The student can summarize a story, giving the main points clearly.
- 1.4d:** *checking that the text makes sense to them and correcting inaccurate reading*
- Developing:** The student is beginning to identify when reading does not make sense.
- Secure:** The student is beginning to identify when reading does not make sense and attempts to self-correct.
- Extending:** The student usually identifies when reading doesn’t make sense and self-corrects.

- 1.4e:** *discussing the significance of the title and events*
- Developing:** The student can talk about familiar books confidently, including key characters, settings and events.
- Secure:** The student can express opinions about main events and characters in stories, for example good and bad characters.
- Extending:** The student can compare similarities and differences between texts in terms of characters, settings and events.

- 1.4f:** *drawing on what they already know, or on background information and vocabulary provided by the teacher*
- Developing:** The student can use words and illustrations together to gain meaning from texts.
- Secure:** The student can use growing vocabulary to gain meaning from texts.
- Extending:** The student can relate texts to their own experiences, including story settings and incidents.

- 1.4g:** *Discuss the meaning of words, linking new meanings to those already known*
- Developing:** The student can make links between new words and those already known.
- Secure:** The student can use growing knowledge of vocabulary to gain meaning of new words.
- Extending:** The student can use growing knowledge of vocabulary to gain meaning of new words and discuss their possible meanings.

- 1.4h:** *Participate in discussion about books that are read to them and those they can read for themselves*
- Developing:** The student can talk about texts, making basic points.
- Secure:** The student can talk about texts, expressing basic opinions about things they like and dislike in stories, poems and non-fiction texts.
- Extending:** The student can provide simple explanations and answer questions about texts in discussions.

- 1.4i:** *Discuss favourite words they encounter in books*
- Developing:** The student notices unfamiliar and interesting words.
- Secure:** The student notices unfamiliar and interesting words and discusses their meanings.
- Extending:** The student talks about how different words and phrases affect meaning, including the use of some simple literary language (alliteration).

- 1.4j:** *Express preferences about what they read*
- Developing:** The student can choose a book from a selection.
- Secure:** The student can choose a book from a selection and explain why they have chosen it.
- Extending:** The student can discuss reading preferences and share their opinions about what they read.

- 1.5a:** *Sit correctly at a table, holding a pencil comfortably and correctly*
- Developing:** The student can usually remember how to hold a pencil correctly.
- Secure:** The student can hold and use a pencil correctly.
- Extending:** The student can sit correctly at a table and confidently hold a pencil correctly.

- 1.5b:** *Begin to form lower-case letters and numbers 0–9 in the correct direction, starting and finishing in the right place*
- Developing:** The student can draw recognizable letters of the alphabet and numbers 0–9.
- Secure:** The student can form most letters and numbers clearly.
- Extending:** The student can form all letters and numbers clearly, although size and shape may be irregular.

- 1.5c:** *Spell common exception words*
- Developing:** The student can spell some common exception words.
- Secure:** The student can spell taught common exception words.
- Extending:** The student can confidently spell taught common exception words.

- 1.5d:** *Spell words containing each of the phonemes already taught (by segmenting spoken words into phonemes and representing these by graphemes)*
- Developing:** The student can, with support, attempt to spell words containing phonemes already taught.
- Secure:** The student can make sensible attempts to spell words containing phonemes already taught.
- Extending:** The student can confidently, and with a good degree of accuracy, spell words containing phonemes taught so far.

- 1.5e:** *Add some simple prefixes and suffixes*
- Developing:** The student understands that prefixes and suffixes can be added to root words to change the meaning.
- Secure:** The student begins to add the prefix un- and suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- Extending:** The student can confidently add the prefix un- and suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.

- 1.5f:** *Name the letters of the alphabet in order*
- Developing:** The student can name most of the letters of the alphabet.
- Secure:** The student can name the letters of the alphabet in order.
- Extending:** The student can confidently name the letters of the alphabet in order.

- 1.5g:** *Use letter names to distinguish between alternative spellings of the same sound*
- Developing:** The student can, with support, use letter names to discuss alternative spellings of the same sound.
- Secure:** The student can confidently use letter names to distinguish between alternative spellings.
- Extending:** The student can confidently and accurately use letter names to distinguish between alternative spellings.

1.5h: *Join words and join clauses using ‘and’*

- Developing:** The student can, with support, use ‘and’ to join words.
- Secure:** The student can use ‘and’ to join clauses.
- Extending:** The student can use ‘and’ to join sentences, thoughts and ideas.

1.5i: *Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark*

- Developing:** The student can, with support, punctuate sentences using a capital letter and a full stop.
- Secure:** The student can usually use a capital letter and full stop, and is beginning to use a question mark or exclamation mark to punctuate sentences, sometimes correctly.
- Extending:** The student can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.

1.5j: *Leave a space between words*

- Developing:** The student, with prompting, leaves a space between words.
- Secure:** The student usually leaves a space between emerging words.
- Extending:** The student uses clear spaces between most words.

1.5k: *Use a capital letter for names of people, places and the personal pronoun*

- Developing:** The student can use a capital letter for names of people and the personal pronoun.
- Secure:** The student can usually use a capital letter for names of people, places and the personal pronoun.
- Extending:** The student can confidently use a capital letter for names of people, places and the personal pronoun.

1.6a: *Plan their writing orally*

- Developing:** The student can, with support, say out loud what they are going to write about.
- Secure:** The student can say out loud what they are going to write about.
- Extending:** The student can say what they want to write, speaking in clearly defined statements or sentences.

1.6b: *Write two or more statements on a given subject*

- Developing:** The student can produce two or more logical statements on the same subject.
- Secure:** The student can sequence more than one sentence.
- Extending:** The student can communicate ideas and meaning confidently in a series of sentences (may not be entirely accurate).

1.6c: *Sequence sentences to form short narratives*

- Developing:** The student can, with support, write more than one sentence to form a short narrative.
- Secure:** The student can sequence more than one narrative to form a short narrative.
- Extending:** The student can retell known stories in writing, drawing on language patterns of familiar stories.

1.6d: *Begin to write for different purposes, for example, lists, instructions and simple stories*

- Developing:** The student can, with support, write for different purposes.
- Secure:** The student can write for different purposes.
- Extending:** The student can discuss the purpose of their writing.

1.6e: *Use simple words and phrases to convey meaning*

- Developing:** The student can, with support, use some appropriate vocabulary.
- Secure:** The student can use appropriate vocabulary to convey meaning.
- Extending:** The student can use appropriate vocabulary (should be coherent and sensible) in more than two statements.

1.6f: *Write some captions and labels and attempt other simple forms of writing*

- Developing:** The student can, with support, write labels and captions.
- Secure:** The student can write simple captions and labels.
- Extending:** The student can confidently write some captions and labels, and attempts other simple forms of writing.

1.6g: *Read aloud their writing clearly enough to be heard by their peers and the teacher*

- Developing:** The student can read aloud what they have written so others can mostly understand.
- Secure:** The student can clearly read aloud what they have written.
- Extending:** The student can clearly and fluently read aloud what they have written.

1.6h: *Discuss what they have written with the teacher or other students*

- Developing:** The student can say what their writing says.
- Secure:** The student can say what their writing says and means.
- Extending:** The student can explain what their writing says and means.

1.6i: *Re-read what they have written to check that it makes sense*

- Developing:** The student can read what they have written and, with support, identify where it does not make sense.
- Secure:** The student can read what they have written and identify where it does not make sense.
- Extending:** The student can clearly read what they have written, identify where it does not make sense and, with support, make corrections.

YEAR TWO

Introduction

This framework can be used as the basis of formal and informal observations of students as their learning progresses through Year 2.

Year 2 builds on the learning students have covered in Year 1. By the end of Year 2, students should be able to read most words fluently and accurately. When they encounter unfamiliar words, they will decode and blend the sounds, recognizing alternative sounds for a range of graphemes. They will read and listen to different texts, exploring the difference between fiction and non-fiction, making predictions and asking and answering questions to further understanding. In their reading, writing, speaking and listening, they will be exploring new words and building their vocabulary. They will write clearly and coherently for a number of different purposes. They will speak audibly and fluently, reading aloud with intonation and expression. In discussions, including those about books, they will share their point of view and ask questions of others. They will be able to pick out key information when they are listening.

Learning outcomes

These learning outcomes set out a programme of study in English for Year 2.

During the year, every student will:

- 2.1a:** When listening to an instruction or question, pick out the key information
- 2.1b:** Share their point of view
- 2.1c:** Ask appropriate questions when taking part in discussions
- 2.1d:** Recite poems with appropriate intonation to make the meaning clear
- 2.1e:** Speak audibly and fluently with an increasing command of Standard English
- 2.1f:** Continue to extend their Tier 1 vocabulary, exploring the meanings and sounds of new words
- 2.2a:** Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- 2.2b:** Read further common exception words
- 2.2c:** Read accurately by blending the sounds in words that contain the graphemes taught so far, recognizing alternative sounds for graphemes
- 2.2d:** Read aloud books closely matched to their improving phonic knowledge
- 2.2e:** Re-read these books to build up their fluency and confidence in word reading
- 2.3a:** Become increasingly familiar with and retell a wide range of stories, including fairy stories and traditional tales
- 2.3b:** Explore non-fiction books structured in different ways
- 2.3c:** Listen to and express views about a wide range of poems, stories and non-fiction written for children, at a level beyond that at which they can read independently

Understand what they read by:

- 2.4a:** drawing inferences
- 2.4b:** predicting both before and during reading
- 2.4c:** explaining their understanding of books that they listen to and those that they read for themselves

2.4d: checking that the text makes sense to them and correcting inaccurate reading

2.4e: answering and asking questions

2.4f: drawing on what they already know, or on background information and vocabulary provided by the teacher

2.4g: Discuss and clarify the meaning of words, linking new meanings to known vocabulary

2.4h: Participate in discussion about books, poems and other works that are read to them and those they can read for themselves

2.4i: Discuss favourite words or phrases they encounter in books

2.4j: Express preferences and share their opinions about what they read

2.5a: Write lower-case letters, capital letters and digits of the correct size, orientation and relationship to one another

2.5b: Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

2.5c: Spell common exception words

2.5d: Learn new ways of spelling phonemes for which one or more spellings are already known

2.5e: Add suffixes to spell longer words

2.5f: Learn how to use subordination (with the words: when, if, that, because) and coordination (with the words: and, or, but)

2.5g: Use sentences with different forms: statement, question, exclamation, command

2.5h: Use spacing between words that reflects the size of the letters

2.5i: Use the present and past tenses correctly and consistently, including the progressive form

2.5j: Learn how to use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

2.5k: Use expanded noun phrases to describe and specify

2.6a: Plan their writing orally by saying out loud what they are going to write about

2.6b: Encapsulate what they want to say, sentence by sentence

2.6c: Begin to use paragraphs

2.6d: Retell narratives in a correct sequence, drawing on the language patterns of familiar stories

2.6e: Write a range of different types of text for different purposes

2.6f: Use a growing range of Tier 1 vocabulary

2.6g: Write non-fiction such as lists and instructions

2.6h: Read aloud what they have written with appropriate intonation to make the meaning clear

2.6i: Consider their writing with the teacher and other pupils

2.6j: Proofread to check for errors in spelling, grammar and punctuation

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

2.1a: *When listening to an instruction or question, pick out the key information*

- Developing:** The student gives full attention to the person talking and responds to simple questions and instructions.
- Secure:** The student listens to simple questions and instructions, and responds with appropriate answers, or by following simple instructions.
- Extending:** The student listens to questions and instructions, and focuses on the key information they need in order to respond appropriately.

2.1b: *Share their point of view*

- Developing:** The student talks to share relevant thoughts on a topic.
- Secure:** The student uses appropriate language to share their point of view.
- Extending:** The student uses appropriate language to clearly share their point of view in different contexts.

2.1c: *Ask appropriate questions when taking part in discussions*

- Developing:** The student asks others questions during a discussion.
- Secure:** The student stays on topic, asking relevant questions during a discussion.
- Extending:** The student furthers their understanding by asking a range of relevant questions during a discussion.

2.1d: *Recite poems with appropriate intonation to make the meaning clear*

- Developing:** The student takes part in group recitations of poems, speaking clearly and with some intonation.
- Secure:** The student recites poems in a group or individually, speaking clearly and with appropriate intonation.
- Extending:** The student recites poems in a group or individually with no prompting, speaking clearly and with appropriate intonation to help make the meaning clear.

2.1e: *Speak audibly and fluently with an increasing command of Standard English*

- Developing:** The student usually talks clearly, using Standard English in some situations.
- Secure:** The student talks clearly and fluently, using Standard English in some situations.
- Extending:** The student talks audibly and fluently with a good command of Standard English in appropriate situations.

2.1f: *Continue to extend their Tier 1 vocabulary, exploring the meanings and sounds of new words*

- Developing:** The student talks about words that look, mean or sound the same.
- Secure:** The student offers observations about similarities in words, in terms of how they look and sound, and what they mean.
- Extending:** The student discusses similarities in the meanings and sounds of new words and suggests imaginative ways to use them.

2.2a: *Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent*

- Developing:** The student, with increasing confidence, makes plausible attempts to use phonic strategies to read unfamiliar words.
- Secure:** The student confidently uses phonic strategies to read unfamiliar words.
- Extending:** The student confidently and accurately uses phonic strategies to read increasingly complex words.

2.2b: *Read further common exception words*

- Developing:** The student can recognize and read some taught common exception words.
- Secure:** The student can read taught common exception words accurately, fluently and consistently.
- Extending:** The student can read further exception words and can identify what the unusual correspondences between spelling and sound are, and where they occur in the word.

2.2c: *Read accurately by blending the sounds in words that contain the graphemes taught so far, recognizing alternative sounds for graphemes*

- Developing:** The student can make plausible attempts to blend sounds in words that contain the graphemes taught so far.
- Secure:** The student can confidently, and with a good degree of accuracy, read words containing graphemes taught so far by decoding and blending the sounds, recognizing alternative sounds for a range of graphemes.
- Extending:** The student can confidently and accurately read complex words containing graphemes taught so far by decoding and blending the sounds, recognizing alternative sounds for a range of graphemes.

2.2d: *Read aloud books closely matched to their improving phonic knowledge*

- Developing:** The student can read aloud accurately books consistent with their phonic knowledge, using expression to show awareness of punctuation.
- Secure:** The student can read aloud accurately books consistent with their phonic knowledge, using expression to show awareness of a wider range of punctuation.
- Extending:** The student can read a wider range of challenging texts aloud accurately and fluently.

2.2e: *Re-read these books to build up their fluency and confidence in word reading*

- Developing:** The student can re-read these books to build up their fluency and confidence in word reading.
- Secure:** The student can re-read known texts with confidence.
- Extending:** The student can re-read more complex known texts with confidence and fluency.

- 2.3a:** *Become increasingly familiar with and retell a wide range of stories, including fairy stories and traditional tales*
- Developing:** The student can identify the main elements of familiar stories, including setting, events, main character, and retell them with growing confidence.
- Secure:** The student can confidently retell a wide range of key stories, including the main elements and significant events in sequence.
- Extending:** The student can retell a wide range of stories, including the main events, and summarize stories clearly and in sequence.

- 2.3b:** *Explore non-fiction books structured in different ways*
- Developing:** The student can recognize some simple common features of non-fiction texts (for example, headings, photos, captions, contents) and fiction texts (for example, illustrations, characters).
- Secure:** The student can identify some non-fiction text types and their purpose, for example, instructions, a letter, a report.
- Extending:** The student can talk about the features of certain non-fiction texts, for example, a non-chronological report, recount, letter.

- 2.3c:** *Listen to and express views about a wide range of poems, stories and non-fiction written for children, at a level beyond that at which they can read independently*
- Developing:** The student can talk about texts, expressing basic opinions about things they like and dislike in stories, poems and non-fiction texts.
- Secure:** The student can talk about a wide range of poetry, stories and non-fiction, answering simple questions and expressing opinions.
- Extending:** The student can talk about a wide range of fiction, poetry, plays, non-fiction and reference books, answering literal and evaluative questions and expressing opinions, referring to the text.

2.4a - 2.4f: *Understand what they read by:*

- 2.4a:** *drawing inferences*
- Developing:** The student can comment on obvious characteristics and actions of characters in stories.
- Secure:** The student can provide simple explanations about events or information, for example, why a character acted in a certain way.
- Extending:** The student can discuss reasons for events in stories by beginning to use clues in the story.
- 2.4b:** *predicting both before and during reading*
- Developing:** The student can make plausible predictions about the plot of an unknown story, using the text and other book features.
- Secure:** The student can make plausible predictions about characters, using knowledge of the story and their own experiences.
- Extending:** The student can make predictions about a text using a range of clues, for example, experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb.

- 2.4c:** *explaining their understanding of books that they listen to and those that they read for themselves*
- Developing:** The student, with support, can answer simple questions/find information in response to a direct question.
- Secure:** The student can summarize a story, giving the main points clearly.
- Extending:** The student can summarize the main points in a text in sequence.

- 2.4d:** *checking that the text makes sense to them and correcting inaccurate reading*
- Developing:** The student begins to identify when reading does not make sense and attempts to self-correct.
- Secure:** The student can usually identify when reading doesn't make sense and self-correct.
- Extending:** The student can identify when reading does not make sense and self-correct in order for the text to make sense.

- 2.4e:** *answering and asking questions*
- Developing:** The student can answer simple questions about texts.
- Secure:** The student can ask relevant questions and locate some specific information in a text in response to questions.
- Extending:** The student, having read a text, can find the answers to questions, both written and oral.

- 2.4f:** *drawing on what they already know, or on background information and vocabulary provided by the teacher*
- Developing:** The student can use growing knowledge of vocabulary to gain meaning from texts.
- Secure:** The student can relate texts to their own experiences, including story settings and incidents.
- Extending:** The student can confidently relate texts to their own experiences.

- 2.4g:** *Discuss and clarify the meaning of words, linking new meanings to known vocabulary*
- Developing:** The student can use growing knowledge of vocabulary to gain meaning of new words.
- Secure:** The student can use growing knowledge of vocabulary to gain meaning of new words and discuss their possible meanings.
- Extending:** The student can use a range of strategies to establish meaning of unfamiliar words, for example, widening knowledge of vocabulary.

2.4h: *Participate in discussion about books, poems and other works that are read to them and those they can read for themselves*

- Developing:** The student can talk about texts, expressing basic opinions about things they like and dislike in stories, poems and non-fiction texts.
- Secure:** The student can provide simple explanations and answer questions about texts in discussions.
- Extending:** The student can understand the purpose of a paragraph/chapter (in other words, the way writers use paragraphs and chapters to group related ideas together).

2.4i: *Discuss favourite words or phrases they encounter in book*

- Developing:** The student can notice unfamiliar and interesting words and discuss their meanings.
- Secure:** The student can talk about how different words and phrases affect meaning.
- Extending:** The student can talk about how different words and phrases affect meaning, including the use of some simple literary language (alliteration).

2.4j: *Express preferences and share their opinions about what they read*

- Developing:** The student can choose a book from a selection and explain why they have chosen it.
- Secure:** The student can discuss reading preferences and share their opinions about what they read.
- Extending:** The student can discuss reading preferences and explain them, sharing their opinions about what they read.

2.5a: *Write lower-case letters, capital letters and digits of the correct size, orientation and relationship to one another*

- Developing:** The student can show some control over letter/digit size, shape and orientation in writing.
- Secure:** The student can usually give letters and digits a clear and regular size and shape.
- Extending:** The student can usually give letters and digits a clear and regular size, shape and orientation (ascenders and descenders and use of upper and lower case are usually accurate).

2.5b: *Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined*

- Developing:** The student can show some control over letter size, shape and orientation in writing.
- Secure:** The student can control use of ascenders/descenders and upper-/lower-case letters in handwriting .
- Extending:** The student can usually give letters a clear and regular size and shape.

2.5c: *Spell common exception words*

- Developing:** The student can spell taught common exception words.
- Secure:** The student can confidently spell taught common exception words accurately.
- Extending:** The student can confidently and accurately spell taught exception words.

2.5d: *Learn new ways of spelling phonemes for which one or more spellings are already known*

- Developing:** The student can confidently, and with a good degree of accuracy, spell words containing phonemes taught so far.
- Secure:** The student can use phonetically plausible strategies to spell or attempt to spell unknown words.
- Extending:** The student can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words.

2.5e: *Add suffixes to spell longer words*

- Developing:** The student can use the prefix un- and suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- Secure:** The student can begin to add suffixes including -ment, -ness, -ful, -less, -ly.
- Extending:** The student can confidently add suffixes including -ment, -ness, -ful, -less, -ly.

2.5f: *Learn how to use subordination (with the words: when, if, that, because) and coordinating conjunctions (with the words: and, or, but)*

- Developing:** The student can confidently use ‘and’ and other simple conjunctions to join sentences.
- Secure:** The student can use connectives other than ‘and’ to join two or more single-clause sentences, thoughts, or ideas, for example: but, or, when, if, because.
- Extending:** The student can confidently use subordination and coordination.

2.5g: *Use sentences with different forms: statement, question, exclamation, command*

- Developing:** The student can usually use a capital letter and full stop, and sometimes use a question mark or exclamation mark to punctuate sentences.
- Secure:** The student can use a range of sentences of different forms: statement, question, exclamation, command.
- Extending:** The student can use a range of sentences of different forms and punctuate them correctly.

2.5h: *Use spacing between words that reflects the size of the letters*

- Developing:** The student uses clear spaces between most words.
- Secure:** the student almost always leaves spaces between words.
- Extending:** The student almost always leaves spaces between words that reflects the size of the letters.

2.5i: *Use the present and past tenses correctly and consistently, including the progressive form*

- Developing:** The student sometimes needs support to use the present and past tenses correctly.
- Secure:** The student uses past and present tenses correctly and consistently.
- Extending:** The student uses past and present tenses correctly and consistently, including the progressive form.

2.5j: Learn how to use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

- Developing:** The student uses a range of punctuation, sometimes correctly, including a full stop and capital letter, exclamation mark and question mark.
- Secure:** The student uses a range of punctuation, mainly correctly, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma (at least in lists), apostrophe for simple contraction and for singular possession.
- Extending:** The student confidently uses a range of punctuation, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma (at least in lists), apostrophe for simple contraction and for singular possession.

2.5k: Use expanded noun phrases to describe and specify

- Developing:** The student can use some expanded noun phrases, with support.
- Secure:** The student can use expanded noun phrases.
- Extending:** The student confidently uses expanded noun phrases.

2.6a: Plan their writing orally by saying out loud what they are going to write about

- Developing:** The student can say what they want to write, speaking in clearly defined statements or sentences.
- Secure:** The student can independently choose and then plan or say out loud what they are going to write about.
- Extending:** The student can talk about what they are going to write and write notes about their ideas.

2.6b: Encapsulate what they want to say, sentence by sentence

- Developing:** The student can write down ideas and/or key words, including new vocabulary.
- Secure:** The student can express themselves clearly, using sentences.
- Extending:** The student can write clearly, encapsulating what they want to say, sentence by sentence.

2.6c: Begin to use paragraphs

- Developing:** The student can sequence more than one sentence to form a short narrative.
- Secure:** The student can communicate ideas and meaning confidently in a series of sentences to form a paragraph (may not be entirely accurate).
- Extending:** The student can show control over word order, producing logical statements.

2.6d: Retell narratives in a correct sequence, drawing on the language patterns of familiar stories

- Developing:** The student can sequence more than one sentence to form a short narrative.
- Secure:** The student can retell known stories in writing, drawing on language patterns of familiar stories.
- Extending:** The student can retell known stories in writing, following the correct sequence and providing enough detail to interest the reader.

2.6e: Write a range of different types of text for different purposes

- Developing:** The student can write for different purposes.
- Secure:** The student can show an awareness of different forms and consider the purpose of their writing.
- Extending:** The student can write in three or more text forms with reasonable accuracy.

2.6f: Use a growing range of Tier 1 vocabulary

- Developing:** The student can use appropriate vocabulary.
- Secure:** The student can attempt to use interesting words (Tier 1).
- Extending:** The student can sometimes use interesting and ambitious words (Tier 1).

2.6g: Write non-fiction such as lists and instructions

- Developing:** The student can confidently write some captions and labels, and attempt other simple forms of writing.
- Secure:** The student can write some non-fiction texts including lists and instructions.
- Extending:** The student can usually sustain non-narrative forms.

2.6h: Read aloud what they have written with appropriate intonation to make the meaning clear

- Developing:** The student can clearly and fluently read aloud what they have written.
- Secure:** The student can clearly and fluently read aloud what they have written with appropriate intonation.
- Extending:** The student can clearly and fluently read aloud what they have written to a group or the whole class, with intonation.

2.6i: Consider their writing with the teacher and other pupils

- Developing:** The student can explain what their writing says and means.
- Secure:** The student can consider how their writing could be improved.
- Extending:** The student can consider how effective their writing is and how it could be improved.

2.6j: Proofread to check for errors in spelling, grammar and punctuation

- Developing:** The student can read what they have written to check that it makes sense.
- Secure:** The student can read what they have written to check that it makes sense and that verbs to indicate time are used correctly.
- Extending:** The student can read what they have written to check that it makes sense and that verbs to indicate time are used correctly, looking for spelling errors.

YEAR THREE

Introduction

This framework can be used as the basis of formal and informal observations of students as their learning progresses through Year 3.

Year 3 builds on the learning students have covered in key stage 1. From Year 3, in reading the focus shifts from word-reading to comprehension. By the end of Year 3, students will be expected to read widely and listen to a range of different texts, discussing them and using a range of strategies to establish meaning from texts. They will begin to discuss and identify themes and conventions in a range of different texts and discuss the meaning of words in context. In discussions, they will ask questions to improve their understanding. In their writing, they will experiment with interesting words when writing different narrative and non-narrative texts, exploring the use of simple organizational devices. After writing, they will evaluate the effectiveness of their work and make improvements. Students will take part in a wider range of drama, improvisation and role-play activities, demonstrating an increasing command of Standard English.

Learning outcomes

These learning outcomes set out a programme of study in English for Year 3.

During the year, every student will:

- 3.1a:** Ask questions to help understand what a partner is saying in a discussion
- 3.1b:** Gain, maintain and monitor the interest of the listener by staying on topic
- 3.1c:** Agree on and evaluate rules for effective discussion
- 3.1d:** Participate in recitations, improvisations and role play, for example, by taking the role of a character in a story
- 3.1e:** Use colloquial language as well as Standard English
- 3.1f:** Build their vocabulary by using new and interesting words appropriately in different contexts
- 3.2a:** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- 3.2b:** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- 3.3a:** Increase their familiarity with a range of books, including fairy stories and traditional tales, and retell some of these orally
- 3.3b:** Read books that are structured in different ways and read for a range of purposes, including reading onscreen texts
- 3.3c:** Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Understand what they read by:

- 3.4a:** making inferences on the basis of what is being said and done
- 3.4b:** predicting what might happen from details stated and implied
- 3.4c:** identifying main ideas from one paragraph
- 3.4d:** checking that the text makes sense to them, discussing their understanding
- 3.4e:** answering and asking questions to improve their understanding

- 3.4f:** Discuss the meaning of words in context
- 3.4g:** Know that language, structure and presentation contribute to meaning
- 3.4h:** Discuss interesting words that they come across in their reading
- 3.4i:** Learn about themes and conventions in a wide range of books
- 3.5a:** Increase the legibility, consistency and quality of their handwriting
- 3.5b:** Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 3.5c:** Spell words that are often misspelt
- 3.5d:** Use a dictionary and electronic methods to check the spelling of words
- 3.5e:** Use further prefixes and understand how to add them
- 3.5f:** Use conjunctions, adverbs and prepositions to express time and cause
- 3.5g:** Extend the range of multi-clause sentences by using a wider range of conjunctions
- 3.5h:** Use inverted commas in direct speech and commas before reporting clause
- 3.5i:** Introduce the terms: noun, noun phrase, adjective, adverb
- 3.6a:** Plan their writing orally by discussing and recording ideas
- 3.6b:** Discuss writing similar to that which they are planning to write
- 3.6c:** Organize paragraphs around a theme
- 3.6d:** Write narratives, beginning to consider settings, characters and plot
- 3.6e:** Write a range of different types of text, for different purposes, on paper and on screen
- 3.6f:** Experiment with interesting words in their writing
- 3.6g:** Write non-narrative material, including chronological and non-chronological non-fiction texts, using simple organizational devices such as headings
- 3.6h:** Read aloud their own writing to a group or the whole class, using appropriate intonation
- 3.6i:** Assess the effectiveness of their own and others' writing
- 3.6j:** Proofread for spelling, grammar and punctuation errors

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

3.1a: *Ask questions to help understand what a partner is saying in a discussion*

- Developing:** The student gives full attention to a partner in a discussion.
- Secure:** The student, during a discussion, gives full attention to their partner and asks questions to further understanding.
- Extending:** The student, during a discussion, gives full attention to their partner and asks a range of varied and relevant questions to further understanding.

3.1b: *Gain, maintain and monitor the interest of the listener by staying on topic*

- Developing:** The student sticks to the topic of a conversation.
- Secure:** The student stays on topic during a conversation; after sharing relevant information, the student stops to let others talk.
- Extending:** The student uses interesting vocabulary to express themselves imaginatively and share relevant points, understanding when it is time to let others talk.

3.1c: *Agree on and evaluate rules for effective discussion*

- Developing:** The student shows an awareness of courteous and appropriate behaviour in a discussion, including the need to take turns.
- Secure:** The student agrees rules for holding an effective and respectful discussion and evaluates whether they are effective.
- Extending:** The student agrees rules for discussion, demonstrating an awareness of how to have a courteous exchange of views; the student then evaluates whether the rules are effective, explaining why they are or are not, and suggests how they can be amended.

3.1d: *Participate in recitations, improvisations and role play, for example, by taking the role of a character in a story*

- Developing:** The student takes on the role of a character in a story, with some scaffolding/ prompts.
- Secure:** The student participates in improvisations and role play, speaking clearly.
- Extending:** The student participates in a range of improvisations and role-play scenarios, using language appropriate to the role/activity.

3.1e: *Use colloquial language as well as Standard English*

- Developing:** The student uses colloquial language with friends.
- Secure:** The student uses some colloquial language and some Standard English.
- Extending:** The student shows awareness that we tend to use certain words with our friends and use polite language when talking to an adult.

3.1f: *Build their vocabulary by using new and interesting words appropriately in different contexts*

- Developing:** The student tries to use new words in answers.
- Secure:** The student experiments with new words in different contexts.
- Extending:** The student experiments with new words, using them accurately and in imaginative ways in different contexts.

3.2a: *Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet*

- Developing:** The student uses syllables to read new words, demonstrating some knowledge of root words, common prefixes and suffixes.
- Secure:** The student demonstrates knowledge of root words, common prefixes and suffixes when encountering new words and discussing their meaning.
- Extending:** The student uses increasing knowledge of root words, prefixes and suffixes when reading and discussing word meanings.

3.2b: *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word*

- Developing:** The student reads taught common exception words accurately, fluently and consistently.
- Secure:** The student reads further exception words and can identify what the unusual correspondences between spelling and sound are and where they occur in the word.
- Extending:** The student accurately, fluently and consistently reads further exception words and can identify what the unusual correspondences between spelling and sound are and where they occur in the word.

3.3a: *Increase their familiarity with a range of books, including fairy stories and traditional tales, and retell some of these orally*

- Developing:** The student can confidently retell a wide range of key stories, including the main elements and significant events in sequence.
- Secure:** The student becomes familiar with an increasing range of stories, retells some of them and summarizes stories clearly and in sequence.
- Extending:** The student, with confidence, retells a wide range of stories concisely (including previously unknown stories), getting the main events in the right order.

3.3b: *Read books that are structured in different ways and read for a range of purposes, including reading onscreen texts*

- Developing:** The student can identify the difference between fiction and non-fiction.
- Secure:** The student can talk about the features of certain non-fiction texts (for example, non-chronological report, recount, letter).
- Extending:** The student can retrieve and record information from non-fiction.

3.3c: *Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*

- Developing:** The student can talk about a wide range of poetry, stories and non-fiction, answering simple questions and expressing opinions.
- Secure:** The student can talk about a wide range of fiction, poetry, plays, non-fiction and reference books, answering literal and evaluative questions and expressing opinions, referring to the text.
- Extending:** The student takes an active role in discussions about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, offering relevant observations.

3.4a - 3.4e: Understand what they read by:

3.4a:	making inferences on the basis of what is being said and done
Developing:	The student can provide explanations about events or information, for example, why a character acted in a certain way.
Secure:	The student can begin to read between the lines, using clues from text and illustrations to discuss thoughts, feelings and actions.
Extending:	The student can explain how and why main characters act in certain ways, using evidence from the text.
3.4b:	predicting what might happen from details stated and implied
Developing:	The student can make plausible predictions about characters, using knowledge of the story and own experiences.
Secure:	The student can make predictions about a text using a range of clues, for example, experience of books written by the same author, experience of books already read on a similar theme, or book title, cover and blurb.
Extending:	The student can, when prompted, justify and elaborate on opinions and predictions, referring back to the text for evidence.
3.4c:	identifying main ideas from one paragraph
Developing:	The student can summarize the main points from one paragraph.
Secure:	The student can summarize the main points in a text in sequence.
Extending:	The student can summarize and explain the main points in a text.
3.4d:	checking that the text makes sense to them, discussing their understanding
Developing:	The student can identify when reading does not make sense and self-correct in order for the text to make sense.
Secure:	The student can identify when reading does not make sense, self-correct in order for the text to make sense and discuss their understanding.
Extending:	The student can identify when reading does not make sense, self-correct in order for the text to make sense and explain how they have solved the problem.
3.4e:	answering and asking questions to improve their understanding
Developing:	The student, having read a text, can find the answers to questions, both written and oral.
Secure:	The student can begin to scan a text to locate information.
Extending:	The student can quote directly from the text to answer questions.

3.4f: Discuss the meaning of words in context

Developing:	The student can use a growing knowledge of vocabulary to gain meaning of new words and discuss their possible meanings.
Secure:	The student can use a range of strategies to establish the meaning of unfamiliar words, for example, widening knowledge of vocabulary.
Extending:	The student can explore the potential meaning of ambitious vocabulary using the context of the word.

3.4g: Know that language, structure and presentation contribute to meaning

Developing:	The student understands the purpose of a paragraph/chapter (in other words, the way writers use paragraphs and chapters to group related ideas together).
Secure:	The student understands the purpose of a paragraph/chapter and how they contribute to meaning (in other words, the way writers use paragraphs and chapters to group related ideas together).
Extending:	The student uses knowledge of text structure to locate information (for example, headings, paragraphs, chapters).

3.4h: Discuss interesting words that they come across in their reading

Developing:	The student talks about how different words and phrases affect meaning, including the use of some simple literary language (alliteration).
Secure:	The student can identify language the author has chosen to create images and build mood and tension.
Extending:	The student can identify the effects of different words and phrases to create different images and atmosphere, for example, powerful verbs, descriptive adjectives and adverbs.

3.4i: Learn about themes and conventions in a wide range of books

Developing:	The student can discuss reading preferences and explain them, and share their opinions about what they read.
Secure:	The student can justify and elaborate on opinions, referring back to the text for evidence.
Extending:	The student can explore some straightforward underlying themes and ideas (those signalled at a literal level).

3.5a: Increase the legibility, consistency and quality of their handwriting

Developing:	The student can usually give letters a clear and regular size and shape.
Secure:	The student can control use of ascenders/descenders and upper-/lower-case letters in handwriting.
Extending:	The student can use accurate and consistent handwriting (in print at a minimum, can show consistent use of upper-/lower-case, ascenders/descenders, size and form).

3.5b: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

- Developing:** The student begins to show evidence of joined handwriting.
- Secure:** The student can usually join their handwriting.
- Extending:** The student can write neatly, legibly and accurately, mainly in a joined style.

3.5c: Spell words that are often misspelt

- Developing:** The student attempts to spell taught words that are often misspelt.
- Secure:** The student confidently spells taught words that are often misspelt.
- Extending:** The student confidently and accurately spells taught words that are often misspelt.

3.5d: Use a dictionary and electronic methods to check the spelling of words

- Developing:** The student understands how a dictionary is used to check spellings.
- Secure:** The student, with support, looks up words in a dictionary to check spellings.
- Extending:** The student independently uses a dictionary to check a word’s spelling and meaning.

3.5e: Use further prefixes and understand how to add them

- Developing:** The student can use suffixes taught so far, including the prefix un- and suffixes -ing, -ed, est, -ment, -ness, -ful, -less, -ly.
- Secure:** The student learns to use more prefixes where no change is needed in the spelling of root words, for example, un-, dis-, mis-, re-, sub-, inter-, super-, anti-, auto- and suffixes -ation, -ly (learning the spelling rules).
- Extending:** The student confidently uses more prefixes where no change is needed in the spelling of root words, for example, un-, dis-, mis-, re-, sub-, inter-, super-, anti-, auto- and suffixes -ation, -ly (learning the spelling rules).

3.5f: Use conjunctions, adverbs and prepositions to express time and cause

- Developing:** The student begins to use conjunctions, adverbs and prepositions to express time and cause, not always correctly.
- Secure:** The student uses conjunctions, adverbs and prepositions to express time and cause, mostly correctly.
- Extending:** The student confidently uses conjunctions, adverbs and prepositions to express time and cause, mostly correctly.

3.5g: Extend the range of multi-clause sentences by using a wider range of conjunctions

- Developing:** The student uses conjunctions other than ‘and’ to join two or more single-clause sentences, thoughts, and idea, for example: but, or, when, if, because.
- Secure:** The student can confidently use conjunctions.
- Extending:** The student extends the range of multi-clause sentences by using a wider range of conjunctions.

3.5h: Use inverted commas in direct speech and commas before reporting clause

- Developing:** The student can use inverted commas with support.
- Secure:** The student uses inverted commas, mainly accurately, and begins to use commas before the reporting clause.
- Extending:** The student uses inverted commas and commas before reporting speech mainly accurately.

3.5i: Introduce the terms: noun, noun phrase, adjective, adverb

- Developing:** The student shows some familiarity with the terms noun and adjective.
- Secure:** The student shows some familiarity with the terms noun, noun phrase, adjective and adverb.
- Extending:** The student can confidently use the terms noun, noun phrase, adjective and adverb.

3.6a: Plan their writing orally by discussing and recording ideas

- Developing:** The student can independently choose and then plan or say out loud what they are going to write about.
- Secure:** The student can talk about what they are going to write and write notes about their idea.
- Extending:** The student can compose their writing orally and write notes about their ideas.

3.6b: Discuss writing similar to that which they are planning to write

- Developing:** The student can, with support, discuss writing similar to that which they are planning to write.
- Secure:** The student can discuss writing similar to that which they are planning to write.
- Extending:** The student can understand the structure of some text types and reflect this in their own writing.

3.6c: Organize paragraphs around a theme

- Developing:** The student can show control over word order, producing logical statements.
- Secure:** The student can begin to use paragraphs more accurately.
- Extending:** The student can begin to organize paragraphs around a theme (may not be entirely accurate).

3.6d: Write narratives, beginning to consider settings, characters and plot

- Developing:** The student can, with support, consider settings, character and plot in their narrative writing.
- Secure:** The student can write narratives, showing some consideration of setting, characterization and plot.
- Extending:** The student can write narratives, providing detail about settings and characters and with a basic plot.

3.6e: *Write a range of different types of text, for different purposes, on paper and on screen*

- Developing:** The student can show an awareness of different forms and consider the purpose of their writing.
- Secure:** The student can write in three or more text forms with reasonable accuracy.
- Extending:** The student can use a range of chosen forms appropriately and consistently.

3.6f: *Experiment with interesting words in their writing*

- Developing:** The student can sometimes use interesting and ambitious words (Tier 1).
- Secure:** The student can use adjectives and adverbs in descriptions.
- Extending:** The student can experiment with interesting adjectives and adverbs in descriptions.

3.6g: *Write non-narrative material, including chronological and non-chronological non-fiction texts, using simple organizational devices such as headings*

- Developing:** The student can write some non-fiction texts including lists and instructions.
- Secure:** The student can write some non-fiction texts, using simple organizational devices, for example, headings.
- Extending:** The student can structure and organize work clearly.

3.6h: *Read aloud their own writing to a group or the whole class, using appropriate intonation*

- Developing:** The student can clearly and fluently read aloud what they have written.
- Secure:** The student can clearly and fluently read aloud what they written, with intonation.
- Extending:** The student can read aloud what they have written with appropriate intonation, controlling tone and volume so that the meaning is clear.

3.6i: *Assess the effectiveness of their own and others' writing*

- Developing:** The student can consider how their writing could be improved.
- Secure:** The student can consider how effective their writing is and how it could be improved.
- Extending:** The student can consider how effective their writing and that of others is and how it could be improved.

3.6j: *Proofread for spelling, grammar and punctuation errors*

- Developing:** The student can read what they have written to check that it makes sense and that verbs to indicate time are used correctly.
- Secure:** The student can read what they have written to check that it makes sense and that verbs to indicate time are used correctly, looking for spelling errors.
- Extending:** The student can proofread what they have written, looking for spelling and punctuation errors.

YEAR FOUR

Introduction

This framework can be used as the basis of formal and informal observations of students as their learning progresses through Year 4.

Year 4 builds on the learning students have covered in Year 3. By the end of Year 4, students will be expected to read a range of different types of texts. They will learn to apply a variety of strategies to establish meaning from texts, including inferring, predicting, summarizing, and skimming and scanning to find information. They will have opportunities to read aloud texts including poems and play scripts with intonation and expression, taking into account more sophisticated punctuation and presentational devices. They will produce writing that is clear and coherent with strong features, experimenting with interesting vocabulary. They will organize their writing appropriately, including using paragraphs. The process of writing should include clear planning, drafting, proofreading and editing. In discussions, they will increasingly explain and justify their points of view. When talking about texts, they will refer to specific parts of a texts to support their thoughts and ideas. They will continue to build a rich vocabulary, exploring words in context and asking questions to develop their knowledge of Tier 2 and 3 vocabulary.

Learning outcomes

These learning outcomes set out a programme of study in English for Year 4.

During the year, every student will:

- 4.1a:** Listen to more complex information and identify the key points
- 4.1b:** Share and justify their point of view
- 4.1c:** Participate actively in collaborative conversations by explaining ideas and asking questions
- 4.1d:** Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation
- 4.1e:** Build their understanding that we use more formal language in some situations
- 4.1f:** Ask questions to clarify understanding of Tier 2 and Tier 3 vocabulary
- 4.2a:** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- 4.2b:** Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- 4.3a:** Become familiar with an increasingly wide range of books, including fairy stories, myths and legends, and retell some of these orally
- 4.3b:** Read books that are structured in different ways and read for a range of purposes, including reading a range of onscreen texts
- 4.3c:** Listen to, read, watch and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Understand what they read by:

- 4.4a:** drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- 4.4b:** predicting what might happen next and explaining their ideas
- 4.4c:** identifying main ideas drawn from one paragraph and summarizing these
- 4.4d:** checking that the text makes sense to them and explaining how they have solved the problems they have encountered in their reading
- 4.4e:** asking and answering questions to improve their understanding, quoting from the text
- 4.4f:** Discuss and explore the meaning of words in context
- 4.4g:** Identify how language, structure and presentation contribute to meaning
- 4.4h:** Discuss words and phrases that capture the reader’s interest and imagination
- 4.4i:** Identify themes and conventions in a wide range of books
- 4.5a:** Consolidate the use of diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 4.5b:** Spell words that are often misspelt
- 4.5c:** Use the first two or three letters of a word to check its spelling and meaning using a dictionary or electronic methods
- 4.5d:** Use further prefixes and suffixes and understand how to add them
- 4.5e:** Use greater range of subordinating conjunctions, for example, since, unless, although
- 4.5f:** Use fronted adverbials
- 4.5g:** Choose nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition
- 4.5h:** Use the present perfect form of verbs
- 4.5i:** Indicate possession by using the possessive apostrophe with plural nouns
- 4.6a:** Plan their writing orally and on paper by discussing and recording ideas
- 4.6b:** Discuss a range of text types similar to that which they are planning to write in order to understand and learn from their structure, vocabulary and grammar
- 4.6c:** More confidently organize paragraphs around a theme
- 4.6d:** Write narratives, creating settings, characters and plot
- 4.6e:** Write a range of forms for different purposes, beginning to adapt style as appropriate, on paper and on screen
- 4.6f:** Experiment with Tier 2 and Tier 3 vocabulary in their writing, as appropriate
- 4.6g:** Write non-narrative material, using simple organizational devices such as headings and sub-headings
- 4.6h:** Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear
- 4.6i:** Assess the effectiveness of their own and others’ writing and suggest improvements
- 4.6j:** Proofread for spelling, grammar and punctuation errors

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

4.1a: Listen to more complex information and identify the key points

- Developing:** The student listens to complex questions and instructions, and picks out some key information.
- Secure:** The student shows their understanding of complex information by pulling out the key points.
- Extending:** The student shows their understanding of complex information by pulling out the key points and responding.

4.1b: Share and justify their point of view

- Developing:** The student expresses their point of view and gives limited information to justify their ideas.
- Secure:** The student clearly expresses their point of view and shares relevant information to justify their ideas.
- Extending:** The student clearly and imaginatively expresses their point of view, justifying their ideas with clarity.

4.1c: Participate actively in collaborative conversations by explaining ideas and asking questions

- Developing:** The student contributes to a conversation by making comments and asking questions.
- Secure:** The student participates in a conversation by explaining their own thinking and asking relevant questions.
- Extending:** The student sustains a conversation by responding to points made by others, explaining their own thinking and asking appropriate questions.

4.1d: Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation

- Developing:** The student can read poems aloud/participate in plays, speaking with some expression.
- Secure:** The student can read poems aloud/participate in plays, speaking clearly and taking turns to read lines.
- Extending:** The student can read poems aloud/participate in plays, speaking clearly and using intonation and action to demonstrate understanding.

4.1e: Build their understanding that we use more formal language in some situations

- Developing:** The student knows that there are some words they usually only use with their friends.
- Secure:** The student shows awareness that we tend to use certain words with our friends and use polite language when talking to an adult.
- Extending:** The student usually remembers to use certain words and phrases with their friends and to use more formal, polite language when talking to an adult.

4.1f: Ask questions to clarify understanding of Tier 2 and Tier 3 vocabulary

- Developing:** The student says when they haven’t understood a word.
- Secure:** The student says when they haven’t understood a word and tries to provide some information about why.
- Extending:** The student knows when they haven’t understood something because of unknown word(s) and asks for clarification.

- 4.2a:** *Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet*
- Developing:** The student demonstrates knowledge of root words, common prefixes and suffixes when encountering new words and discussing their meaning.
- Secure:** The student uses increasing knowledge of root words, prefixes and suffixes when reading and discussing word meanings.
- Extending:** The student uses extensive knowledge of root words, prefixes and suffixes to explore meanings of challenging vocabulary.
- 4.2b:** *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word*
- Developing:** The student reads taught common exception words accurately, fluently and consistently.
- Secure:** The student reads further exception words and can identify what the unusual correspondences between spelling and sound are and where they occur in the word.
- Extending:** The student accurately, fluently and consistently reads further exception words, and can identify what the unusual correspondences between spelling and sound are and where they occur in the word.
- 4.3a:** *Become familiar with an increasingly wide range of books, including fairy stories, myths and legends, and retell some of these orally*
- Developing:** The student becomes familiar with an increasing range of stories, retells some of them and summarizes stories clearly and in sequence.
- Secure:** The student increases their repertoire of known stories, including myths and legends; the student can confidently retell some of these stories and get the events in the right order.
- Extending:** The student increases their repertoire of known stories, including myths and legends; the student can confidently retell some of these stories with confidence and clarity.
- 4.3b:** *Read books that are structured in different ways and read for a range of purposes, including reading a range of onscreen texts*
- Developing:** The student can retrieve and record information from non-fiction.
- Secure:** The student can retrieve and record information from non-fiction by identifying questions on a topic and carrying out research to answer them.
- Extending:** The student can retrieve, record and present information from a non-fiction text.
- 4.3c:** *Listen to, read, watch and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- Developing:** The student can talk about a wide range of fiction, poetry, plays, non-fiction and reference books, answering literal and evaluative questions and expressing opinions, referring to the text.
- Secure:** The student can take part in discussions about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, offering relevant points.
- Extending:** The student can take part in discussions about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, offering relevant and considered points.

- 4.4a - 4.4e:** *Understand what they read by:*
- 4.4a:** *drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- Developing:** The student can begin to read between the lines, using clues from text and illustrations to discuss thoughts, feelings and actions.
- Secure:** The student can explain how and why main characters act in certain ways, using evidence from the text.
- Extending:** The student can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act.
- 4.4b:** *predicting what might happen next and explaining their ideas*
- Developing:** The student can, when prompted, justify and elaborate on opinions and predictions, referring back to the text for evidence.
- Secure:** The student can refer to the text to support opinions and predictions.
- Extending:** The student can justify and elaborate on thoughts, feelings opinions and predictions, referring back to the text for evidence.
- 4.4c:** *identifying main ideas drawn from one paragraph and summarizing these*
- Developing:** The student can summarize the main points in a text in sequence.
- Secure:** The student can summarize and explain the main points in a text.
- Extending:** The student can summarize and explain the main points in a text, referring back to the text to support and clarify summaries.
- 4.4d:** *checking that the text makes sense to them and explaining how they have solved the problems they have encountered in their reading*
- Developing:** The student can identify when reading does not make sense, self-correct in order for the text to make sense and discuss their understanding.
- Secure:** The student can identify when reading does not make sense, self-correct in order for the text to make sense and explain how they have solved the problem.
- Extending:** The student can confidently identify when reading does not make sense, self-correct in order for the text to make sense and explain how they have solved the problem.

4.4e: asking and answering questions to improve their understanding, quoting from the text

- Developing:** The student can begin to scan a text to locate information.
- Secure:** The student skims texts to gather the general impression of what has been written.
- Extending:** The student can quote directly from the text to answer questions.

4.4f: Discuss and explore the meaning of words in context

- Developing:** The student can explore the potential meaning of vocabulary using the context of the word.
- Secure:** The student can work out the meanings of words and phrases in context.
- Extending:** The student can work out the meanings of ambitious words and phrases in context.

4.4g: Identify how language, structure and presentation contribute to meaning

- Developing:** The student can identify the ways in which paragraphs are linked.
- Secure:** The student can use knowledge of text structure to locate information (for example, headings, paragraphs, chapters).
- Extending:** The student can explore the structure of stories in terms of pace, build-up, sequence, complication and resolution.

4.4h: Discuss words and phrases that capture the reader’s interest and imagination

- Developing:** The student can identify language the author has chosen to create images, and build mood and tension.
- Secure:** The student can identify the effects of different words and phrases to create different images and atmosphere, for example, powerful verbs, descriptive adjectives and adverbs.
- Extending:** The student can identify and discuss where figurative language creates images.

4.4i: Identify themes and conventions in a wide range of books

- Developing:** The student begins to identify differences between some different fiction genres.
- Secure:** The student can justify preferences in terms of authors’ styles and themes.
- Extending:** The student can compare and discuss the structures and features of a range of non-fiction texts.

4.5a: Consolidate the use of diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

- Developing:** The student can usually join their handwriting.
- Secure:** The student can write neatly, legibly and accurately, mainly in a joined style.
- Extending:** The student can use joined handwriting for all independent writing.

4.5b: Spell words that are often misspelt

- Developing:** The student attempts to spell taught words that are often misspelt.
- Secure:** The student can confidently spell taught words that are often misspelt.
- Extending:** The student can confidently and accurately spell taught words that are often misspelt.

4.5c: Use the first two or three letters of a word to check its spelling and meaning using a dictionary or electronic methods

- Developing:** The student, with support, can look up words in a dictionary to check spellings and meanings.
- Secure:** The student can independently use a dictionary to check a word’s spelling and meaning.
- Extending:** The student can use the first two letters of a word to look it up in a dictionary.

4.5d: Use further prefixes and suffixes and understand how to add them

- Developing:** The student confidently uses more prefixes where no change is needed in the spelling of root words, for example, un-, dis-, mis-, re-, sub-, inter-, super-, anti-, auto- and suffixes -ation, -ly (learning the spelling rules).
- Secure:** The student uses more prefixes and suffixes including those where the spelling of the root word will need to change, for example, un-, dis-, mis-, re-, sub-, inter-, super-, anti-, auto-, in- and suffixes -ation, -ly, -ous, -tion, -sion, -ssion, -cian.
- Extending:** The student confidently uses more prefixes, for example, un-, dis-, mis-, re-, sub-, inter-, super-, anti-, auto-, including those where the spelling of the root word will need to change (for example, in-) and suffixes -ation, -ly, -ous, -tion, -sion, -ssion, -cian.

4.5e: Use greater range of subordinating conjunctions, for example, since, unless, although

- Developing:** The student uses some subordinating conjunctions (for example because, before, although, when).
- Secure:** The student uses a wider range of conjunctions to clarify relationships between points and ideas.
- Extending:** The student confidently uses a wider range of conjunctions to clarify relationships between points and ideas.

4.5f: Use fronted adverbials

- Developing:** The student begins to use fronted adverbials, with support.
- Secure:** The student uses fronted adverbials to describe the action in a sentence.
- Extending:** The student remembers to use commas after fronted adverbials.

4.5g: Choose nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition

- Developing:** The student sometimes uses pronouns to avoid the awkward repetition of nouns.
- Secure:** The student uses pronouns appropriately to avoid the awkward repetition of nouns.
- Extending:** The student confidently and appropriately uses pronouns appropriately to avoid the awkward repetition of nouns.

4.5h: Use the present perfect form of verbs

- Developing:** The student, with support, uses the present perfect form of most verbs.
- Secure:** The student uses the present perfect form of most verbs, usually correctly.
- Extending:** The student correctly uses the present perfect form of most verbs.

4.5i: Indicate possession by using the possessive apostrophe with plural nouns

- Developing:** The student uses apostrophes for simple contraction and for singular possession.
- Secure:** The student begins to indicate possession using the possessive apostrophe for plural nouns.
- Extending:** The student confidently indicates possession using the possessive apostrophe for plural nouns.

4.6a: Plan their writing orally and on paper by discussing and recording ideas

- Developing:** The student talks about what they are going to write and writes notes about their ideas.
- Secure:** The student composes their writing orally and writes notes about their ideas.
- Extending:** The student composes and rehearses their writing orally by discussing and recording ideas.

4.6b: Discuss a range of text types similar to that which they are planning to write in order to understand and learn from their structure, vocabulary and grammar

- Developing:** The student discusses writing similar to that which they are planning to write.
- Secure:** The student understands the structure of some text types and reflects this in their own writing.
- Extending:** The student discusses a range of text types similar to that which they are planning to write in terms of structure, vocabulary and grammar.

4.6c: More confidently organize paragraphs around a theme

- Developing:** The student begins to organize paragraphs around a theme (may not be entirely accurate).
- Secure:** The student organizes writing appropriately for the purpose, including using paragraphs.
- Extending:** The student confidently uses paragraphs, although they may not always be accurate.

4.6d: Write narratives, creating settings, characters and plot

- Developing:** The student writes narratives, providing information about settings and characters and with a basic plot.
- Secure:** The student develops characters and describes settings, feelings and/or emotions.
- Extending:** The student writes narratives, providing information about settings and characters and with a basic plot; the student uses dialogue to advance action.

4.6e: Write a range of forms for different purposes, beginning to adapt style as appropriate, on paper and on screen

- Developing:** The student uses a range of chosen forms appropriately and consistently.
- Secure:** The student uses a range of style and genres confidently and independently.
- Extending:** The student produces thoughtful and considered writing (uses simple explanation, opinion, justification and deduction).

4.6f: Experiment with Tier 2 and Tier 3 vocabulary in their writing, as appropriate

- Developing:** The student selects from a range of Tier 2 and Tier 3 vocabulary for a purpose, with some words used accurately.
- Secure:** The student selects from a range of Tier 2 and Tier 3 vocabulary for a purpose.
- Extending:** The student selects from a range of Tier 2 and Tier 3 vocabulary for a purpose, with some words being particularly well chosen.

4.6g: Write non-narrative material, using simple organizational devices such as headings and sub-headings

- Developing:** The student can write some non-fiction texts, using simple organizational devices, for example, headings.
- Secure:** The student can structure and organize work clearly.
- Extending:** The student can develop and extend ideas logically in sequenced sentences.

4.6h: Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear

- Developing:** The student can clearly and fluently read aloud what they have written, with intonation.
- Secure:** The student can read aloud what they have written with appropriate intonation, controlling tone and volume so that the meaning is clear.
- Extending:** The student can perform their compositions, using intonation and volume to make meaning clear.

4.6i: Assess the effectiveness of their own and others’ writing and suggest improvements

- Developing:** The student considers how effective their writing is and how it could be improved in terms of spelling and punctuation.
- Secure:** The student considers how effective their writing and that of others is, and how it could be improved in terms of spelling, grammar and punctuation.
- Extending:** The student considers how effective their writing and that of others is, suggesting changes in vocabulary, grammar and punctuation to clarify meaning and create effects.

4.6j: Proofread for spelling, grammar and punctuation errors

- Developing:** The student can proofread what they have written, looking for spelling and punctuation errors.
- Secure:** The student can proofread what they have written, looking for spelling and punctuation errors and checking for consistent use of tense.
- Extending:** The student can propose changes to grammar and vocabulary to improve consistency and clarity.

YEAR FIVE

Introduction

This framework can be used as the basis of formal and informal observations of students as their learning progresses through Year 5.

Year 5 builds on the learning students have covered in Year 4. By the end of Year 5, students will be expected to read a wide range of different books, independently using a range of strategies to establish meaning from texts, including inferring, predicting, summarizing, comparing texts, and skimming and scanning to find information. They will explore the meaning of words in different contexts and explore how writers use language to create effects. They will learn how language, presentation and structure contribute to meaning and about conventions and forms. They will discuss and use all these ideas as models for their writing and will write across a wide range of topics (including what they are learning in other subjects, like space). They will learn to write imaginatively, to choose the right structure for their writing, identifying the audience and purpose of their writing. They will be expected to modify their grammar and vocabulary depending on what they are writing, using a consistent tense. There is an increasing focus on grammar and students will be expected to use a wide range of punctuation in their writing, usually accurately and appropriately. They will develop their understanding and ideas in discussion, showing an awareness of other people’s points of view and of the differences between colloquial language and Standard English. They will take part in group and collaborative activities, communicating effectively and courteously.

Learning outcomes

These learning outcomes set out a programme of study in English for Year 5.

During the year, every student will:

- 5.1a:** Use spoken language to develop understanding and explore ideas
- 5.1b:** Show awareness and understanding of other people’s viewpoints, as well as their own
- 5.1c:** Participate in a range of group activities, working collaboratively and using appropriate language and communication skills
- 5.1d:** Prepare poems and plays to read aloud and to perform, showing understanding through intonation and action so that the meaning is clear to an audience
- 5.1e:** Understand when to use appropriate language in different contexts, including colloquial language and Standard English
- 5.1f:** Increasingly use Tier 2 and Tier 3 vocabulary, as appropriate, in their spoken work
- 5.2a:** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- 5.3a:** Increase their familiarity with and discuss a wide range of books, including myths, legends and traditional stories, modern fiction and books from a range of cultures and literary traditions
- 5.3b:** Read and explore stories and non-fiction texts on paper and on screen for a range of purposes

Understand what they read by:

- 5.4a:** drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- 5.4b:** predicting what might happen from details stated and implied, and justifying their predictions
- 5.4c:** summarizing the main ideas drawn from more than one paragraph
- 5.4d:** checking that the text makes sense to them, and explaining their understanding

- 5.4e:** Explain the meaning of words in context
- 5.4f:** Identify how language, structure and presentation contribute to meaning in a range of texts
- 5.4g:** Discuss how authors use language
- 5.4h:** Identify and discuss themes and conventions across a wide range of writing
- 5.4i:** Make comparisons within texts
- 5.5a:** Increase legibility and fluency in writing, so that choice of letter shape and decisions about which letters to join becomes speedier and more natural
- 5.5b:** Spell some words with ‘silent’ letters
- 5.5c:** Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt
- 5.5d:** Use further prefixes and suffixes and understand the guidance for adding them
- 5.5e:** Use devices to build cohesion within a paragraph, for example, then, after that, firstly
- 5.5f:** Use devices to link ideas across paragraphs, such as adverbials of time and number, for example, later, secondly
- 5.5g:** Use relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun
- 5.5h:** Use the perfect form of verbs to mark relationships of time and cause
- 5.5i:** Punctuate bullet points to list information
- 5.5j:** Use expanded noun phrases to convey complicated information concisely
- 5.5k:** Use commas to clarify meaning or avoid ambiguity and to indicate parenthesis
- 5.5l:** Use brackets, dashes or commas to indicate parenthesis
- 5.6a:** Plan their writing orally and on paper by noting and developing their ideas
- 5.6b:** Use an increasing range of narrative and non-narrative texts as models for their own writing
- 5.6c:** Identify the audience for, and purpose of, the writing and select the appropriate form
- 5.6d:** Organize writing appropriately, including the use of paragraphs and a range of organizational devices
- 5.6e:** Write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action
- 5.6f:** Write an increasingly wide range of genres, on paper and on screen
- 5.6g:** Use a growing range of Tier 2 and Tier 3 vocabulary, as appropriate, in their written work
- 5.6h:** Write non-narrative material, using a growing range of organizational and presentational devices, such as bullet points
- 5.6i:** Perform their own compositions, using appropriate intonation and volume to make meaning clear
- 5.6j:** Assess the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- 5.6k:** Proofread for spelling, grammar and punctuation errors

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

5.1a: *Use spoken language to develop understanding and explore ideas*

- Developing:** The student shows their understanding of complex information by pulling out key points.
- Secure:** The student listens to a range of different forms of complex information and pulls out the key points they need to further their understanding.
- Extending:** The student listens to a range of different forms of complex information, pulling out the key points and asking relevant questions to further understanding.

- 5.1b:** *Show awareness and understanding of other people’s viewpoints, as well as their own*
- Developing:** The student says whether they agree with another person’s point of view and gives some explanation why.
- Secure:** The student demonstrates understanding of another person’s point of view by explaining whether and why they agree or disagree.
- Extending:** The student engages with another person’s point of view by asking relevant questions to further understanding and explaining whether and why they agree or disagree.
- 5.1c:** *Participate in a range of group activities, working collaboratively and using appropriate language and communication skills*
- Developing:** The student participates in group activities, listening to others, responding politely with appropriate language.
- Secure:** The student participates in a range of collaborative activities, working effectively with others by using appropriate language to share ideas and information, responding respectfully to the ideas.
- Extending:** The student takes on different roles in a range of collaborative activities, communicating effectively and respectfully with others, adapting language as appropriate.
- 5.1d:** *Prepare poems and plays to read aloud and to perform, showing understanding through intonation and action so that the meaning is clear to an audience*
- Developing:** The student reads poems aloud/participates in plays, speaking clearly and using intonation and some gestures to demonstrate understanding.
- Secure:** The student reads poems aloud/participates in plays, showing an awareness of audience by using intonation and action to convey meaning.
- Extending:** The student participates in a performance of a play or in reading a longer poem aloud, speaking with appropriate intonation, volume and action to convey meaning to the audience.
- 5.1e:** *Understand when to use appropriate language in different contexts, including colloquial language and Standard English*
- Developing:** The student shows some awareness that we use colloquial language or Standard English in different contexts.
- Secure:** The student, in different contexts, understands when to use colloquial language and when to use Standard English.
- Extending:** The student, in a range of contexts, understands when to use colloquial language and when to use Standard English, adapting vocabulary mostly appropriately.
- 5.1f:** *Increasingly use Tier 2 and Tier 3 vocabulary, as appropriate, in their spoken work*
- Developing:** The student knows when they haven’t understood something because of unknown word(s) and asks for clarification.
- Secure:** The student uses Tier 2 and 3 words, sometimes appropriately, in their answers.
- Extending:** The student experiments with Tier 2 and Tier 3 words and often uses them appropriately.

- 5.2a:** *Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet*
- Developing:** The student uses increasing knowledge of root words, prefixes and suffixes when reading and discussing word meanings.
- Secure:** The student uses extensive knowledge of root words, prefixes and suffixes to explore meanings of challenging vocabulary.
- Extending:** The student can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin) and morphology (the form and structure of a word, in other words, the ‘root’ word plus prefix and/or suffix).
- 5.3a:** *Increase their familiarity with and discuss a wide range of books, including myths, legends and traditional stories, modern fiction and books from a range of cultures and literary traditions*
- Developing:** The student increases their repertoire of known stories, including myths and legends; the student concisely retells some of these stories with confidence and clarity.
- Secure:** The student becomes increasingly familiar with, and shares observations about, a wide range of books, including books from a range of cultures and literary traditions.
- Extending:** The student expresses views about a wide range of books, including books from a range of cultures and literary traditions.
- 5.3b:** *Read and explore stories and non-fiction texts on paper and on screen for a range of purposes*
- Developing:** The student retrieves and records information from non-fiction by identifying questions on a topic and carrying out research to answer them.
- Secure:** The student retrieves, records and present information from a non-fiction text.
- Extending:** The student retrieves, records and presents information from a non-fiction text and applies this across the whole curriculum, e.g history, geography, science, and so on.
- 5.4a-5.4d:** *Understand what they read by:*
- 5.4a:** *drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- Developing:** The student can explain how and why main characters act in certain ways, using evidence from the text.
- Secure:** The student can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act.
- Extending:** The student can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.

- 5.4b:** *predicting what might happen from details stated and implied, and justifying their predictions*
- Developing:** The student can refer to the text to support opinions and predictions.
- Secure:** The student can justify and elaborate on thoughts, feelings, opinions and predictions, referring back to the text for evidence.
- Extending:** The student can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications.

- 5.4c:** *summarizing the main ideas drawn from than one paragraph*
- Developing:** The student can summarize and explain the main points in a text.
- Secure:** The student can summarize and explain the main points in a text, referring back to the text to support and clarify summaries.
- Extending:** The student can summarize information from different points and key ideas from different points in a text and across a range of texts.

- 5.4d:** *checking that the text makes sense to them, and explaining their understanding*
- Developing:** The student can identify when reading does not make sense, self-correct in order for the text to make sense and explain how they have solved the problem.
- Secure:** The student can confidently identify when reading does not make sense and explain how they have solved the problem.
- Extending:** The student can confidently identify when reading does not make sense and explain understanding, asking questions to clarify if necessary.

5.4e: *Explain the meaning of words in context*

- Developing:** The student can work out the meanings of ambitious words and phrases in context.
- Secure:** The student can clarify the meaning of unknown words from the way they are used in context.
- Extending:** The student can work out the meanings of ambitious words and phrases by relating to known vocabulary as well as from the way they are used in context.

5.4f: *Identify how language, structure and presentation contribute to meaning in a range of texts*

- Developing:** The student can explore the structure of stories in terms of pace, build-up, sequence, complication and resolution.
- Secure:** The student can discuss how an author builds a character through dialogue, action and description.
- Extending:** The student can reflect on the wider consequences or significance of information, ideas or events in the text as a whole.

5.4g: *Discuss how authors use language*

- Developing:** The student can identify the effects of different words and phrases to create different images and atmosphere, for example, powerful verbs, descriptive adjectives and adverbs.
- Secure:** The student can identify and discuss where figurative language creates images.
- Extending:** The student can discuss the difference between literal and figurative language and the effects on imagery.

5.4h: *Identify and discuss themes and conventions across a wide range of writing*

- Developing:** The student can compare and discuss the structures and features of a range of non-fiction texts.
- Secure:** The student can identify some features of different fiction genres (for example, science fiction, adventure).
- Extending:** The student can justify preferences in terms of authors’ styles and themes.

5.4i: *Make comparisons within texts*

- Developing:** The student can quote directly from the text to answer questions.
- Secure:** The student can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes.
- Extending:** The student can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.

5.5a: *Increase legibility and fluency in writing, so that choice of letter shape and decisions about which letters to join becomes speedier and more natural*

- Developing:** The student can use joined handwriting for all independent writing.
- Secure:** The student can write neatly, legibly and accurately, usually maintaining a joined style.
- Extending:** The student can write neatly, legibly and accurately in a flowing, joined style.

5.5b: *Spell some words with ‘silent’ letters*

- Developing:** The student can make sensible attempts to spell common words with ‘silent’ letters.
- Secure:** The student can make sensible attempts to spell words with ‘silent’ letters.
- Extending:** The student can spell accurately in all but the most complex words.

5.5c: *Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt*

- Developing:** The student demonstrates knowledge of root words, common prefixes and suffixes when encountering new words and discussing their meaning.
- Secure:** The student uses increasing knowledge of root words, prefixes and suffixes when reading and discussing word meanings.
- Extending:** The student uses extensive knowledge of root words, prefixes and suffixes to explore meanings of challenging vocabulary.

5.5d: Use further prefixes and suffixes and understand the guidance for adding them

- Developing:** The student confidently uses more prefixes, for example, un-, dis-, mis-, re-, sub-, inter-, super-, anti-, auto-, including those where the spelling of the root word will need to change (for example, in-) and suffixes -ation, -ly, -ous, -tion, -sion, -ssion, -cian.
- Secure:** The student uses prefixes and suffixes, becoming familiar with the spelling rules for those learned already.
- Extending:** The student adds suffixes beginning with vowel letters to words ending in -fer.

5.5e: Use devices to build cohesion within a paragraph, for example, then, after that, firstly

- Developing:** The student is able to link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually, and so on).
- Secure:** The student uses devices to build cohesion within a paragraph.
- Extending:** The student confidently uses devices to build cohesion within a paragraph.

5.5f: Use devices to link ideas across paragraphs, such as adverbials of time and number, for example, later, secondly

- Developing:** The student can use links to show time and cause.
- Secure:** The student can confidently use a range of devices to link ideas across paragraphs.
- Extending:** The student can confidently use a range of devices to link ideas across paragraphs effectively.

5.5g: Use relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun

- Developing:** The student can sometimes use relative clauses beginning with who, which, where, when, whose, or that.
- Secure:** The student can use a range of relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.
- Extending:** The student can confidently use a range of relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.

5.5h: Use the perfect form of verbs to mark relationships of time and cause

- Developing:** The student can correctly use the perfect form of most verbs.
- Secure:** The student can use the perfect form to show relationships of time and cause.
- Extending:** The student can confidently use the perfect form to show relationships of time and cause.

5.5i: Punctuate bullet points to list information

- Developing:** The student attempts to use bullet points to list information.
- Secure:** The student uses a wider range of punctuation for lists, including bullet points.
- Extending:** The student confidently uses a wider range of punctuation for lists, including bullet points.

5.5j: Use expanded noun phrases to convey complicated information concisely

- Developing:** The student attempts to use expanded noun phrases, not always successfully.
- Secure:** The student uses expanded noun phrases to convey complicated information concisely.
- Extending:** The student confidently and successfully uses expanded noun phrases to convey complicated information concisely.

5.5k: Use commas to clarify meaning or avoid ambiguity and to indicate parenthesis

- Developing:** The student begins to use commas for a wider range of purposes, for example, to clarify meaning.
- Secure:** The student uses commas for a wider range of purposes, for example, to clarify meaning, avoid ambiguity and indicate parenthesis.
- Extending:** The student confidently uses commas for a wider range of purposes, for example, to clarify meaning, avoid ambiguity and indicate parenthesis.

5.5l: Use brackets, dashes or commas to indicate parenthesis

- Developing:** The student begins to use a wider range of punctuation for parenthesis (for example, brackets).
- Secure:** The student uses a wider range of punctuation for parenthesis, for example, brackets, dashes and commas.
- Extending:** The student confidently uses a wider range of punctuation for parenthesis, for example, brackets, dashes and commas.

5.6a: Plan their writing orally and on paper by noting and developing their ideas

- Developing:** The student composes their writing orally and writes notes about their ideas.
- Secure:** The student composes and rehearses their writing orally by noting and developing their initial ideas.
- Extending:** The student notes and develops their initial ideas, drawing on reading and research where appropriate.

5.6b: Use an increasing range of narrative and non-narrative texts as models for their own writing

- Developing:** The student discusses a range of text types similar to that which they are planning to write in terms of structure, vocabulary and grammar.
- Secure:** The student uses an increasing range of narrative and non-narrative texts as models for their own writing.
- Extending:** The student discusses the language, structure and presentation of an increasing range of narrative and non-narrative texts, and uses them as models for their own writing.

5.6c: Identify the audience for, and purpose of, the writing and select the appropriate form

- Developing:** The student, with support, discusses the audience and purpose and forms which may be appropriate.
- Secure:** The student can select the correct genre for audience and purpose, and use it accurately.
- Extending:** The student can confidently select the appropriate form for their writing, considering audience and purpose.

- 5.6d:** *Organize writing appropriately, including the use of paragraphs and a range of organizational devices*
- Developing:** The student can confidently use paragraphs, although they may not always be accurate.
- Secure:** The student can use paragraphs appropriately and consistently.
- Extending:** The student can use paragraphs and other conventions appropriately and consistently.
- 5.6e:** *Write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action*
- Developing:** The student can develop characters and describe settings, feelings and/or emotions.
- Secure:** The student can write narratives, providing information about settings and characters and with a basic plot; the student can use dialogue to advance action.
- Extending:** The student can write narratives, providing information about settings and characters and with a basic plot; the student can use dialogue to convey character and advance action.
- 5.6f:** *Write an increasingly wide range of genres, on paper and on screen*
- Developing:** The student can use a range of styles and genres confidently and independently.
- Secure:** The student can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction) in a range of genres.
- Extending:** The student can select the correct genre for audience and purpose, and use it accurately, using informal and formal styles with confidence.
- 5.6g:** *Use a growing range of Tier 2 and Tier 3 vocabulary, as appropriate, in their written work*
- Developing:** The student can select from a range of Tier 2 and Tier 3 vocabulary for a purpose, with some words being particularly well chosen.
- Secure:** The student can use a growing range of Tier 2 and 3 vocabulary accurately, as appropriate.
- Extending:** The student can draw from a varied vocabulary, using a growing range of Tier 2 and 3 vocabulary accurately, as appropriate.
- 5.6h:** *Write non-narrative material, using a growing range of organizational and presentational devices, such as bullet points*
- Developing:** The student can develop and extend ideas logically in sequenced sentences.
- Secure:** The student can write non-fiction texts using organizational devices, for example, headings, bullet points.
- Extending:** The student can use more organizational devices, as appropriate in a range of text types, to structure text and to guide the reader.

- 5.6i:** *Perform their own compositions, using appropriate intonation and volume to make meaning clear*
- Developing:** The student can read aloud what they have written with appropriate intonation, controlling tone and volume so that the meaning is clear.
- Secure:** The student can perform their compositions, using intonation and volume to make the meaning clear.
- Extending:** The student can perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
- 5.6j:** *Assess the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*
- Developing:** The student considers how effective their writing and that of others is and how it could be improved.
- Secure:** The student considers how effective their writing and that of others is and how it could be improved in terms of vocabulary, grammar and punctuation.
- Extending:** The student considers whether their writing is fit for purpose and discusses how it could be improved in terms of content, structure and cohesion.
- 5.6k:** *Proofread for spelling, grammar and punctuation errors*
- Developing:** The student proofreads what they have written, looking for spelling and punctuation errors.
- Secure:** The student proposes changes to grammar and vocabulary to improve consistency and clarity.
- Extending:** The student ensures the consistent and correct use of tense throughout a piece of writing.

YEAR SIX

Introduction

This framework can be used as the basis of formal and informal observations of students as their learning progresses through Year 6.

Year 6 builds on the learning students have covered in Year 5. By the end of Year 6, students will be expected to be fully independent readers, reading a wide range of different books and texts from different cultures. They will confidently and effectively use a range of comprehension strategies including inferring and deducing meaning based on evidence from a text and using wider knowledge. They will retrieve information from within and across texts, identify structural devices and features an author has used, and comment on the success of a text. In writing, they will now be expected to understand how to use a full range of punctuation, to write with a wide variety of sentence structures, use powerful vocabulary, and to generally spell words accurately. They will be expected to write a wide range of texts, imaginatively, clearly and effectively, to choose the right structure for their writing, identifying the audience and purpose of their writing. They will pose questions in a range of contexts, exploring ideas orally. They will learn to listen to and challenge other points of view and participate in a range of collaborative activities, recitals and performances. They will adapt language for different contexts and effectively use more ambitious vocabulary, including Tier 2 and 3 vocabulary in appropriate contexts.

Learning outcomes

These learning outcomes set out a programme of study in English for Year 6.

During the year, every student will:

- 6.1a:** Formulate and pose appropriate questions in a range of contexts
- 6.1b:** Use multi-clause sentences to communicate point of view with clarity
- 6.1c:** Listen and respond appropriately to their peers in a discussion, challenging views courteously
- 6.1d:** Participate in a collaborative performance of a poem or play, showing understanding through intonation, tone and volume to gain and maintain the interest of the audience
- 6.1e:** Paraphrase and rephrase, as appropriate
- 6.1f:** Increasingly use a range of Tier 2 and Tier 3 words accurately
- 6.2a:** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- 6.3a:** Express views and preferences on a wide range of books, including myths, legends and traditional stories, modern fiction and books from a range of cultures and literary traditions
- 6.3b:** Read and explore a wide range of stories and non-fiction texts that are structured in different ways for different purposes, including onscreen texts

Understand what they read by:

- 6.4a:** drawing inferences such as inferring the writer’s view and to help construct meaning in non-fiction, and justifying inferences with evidence
- 6.4b:** predicting what a character might do next from details stated and implied, and justifying their predictions
- 6.4c:** summarizing a short text, identifying key details that support the main ideas
- 6.4d:** checking that the text makes sense to them, and explaining and discussing their understanding and asking questions

- 6.4e:** Clarify the meaning of words in context
- 6.4f:** Explore how language, structure and presentation contribute to meaning in a wider range of texts
- 6.4g:** Recognize how authors use language, including figurative language, to create effects
- 6.4h:** Evaluate themes and conventions in and across a wide range of writing
- 6.4i:** Make comparisons within and across two texts
- 6.5a:** Write legibly, fluently and with increasing speed
- 6.5b:** Spell some words with ‘silent’ letters
- 6.5c:** Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt
- 6.5d:** Use further prefixes and suffixes and understand the guidance for adding them
- 6.5e:** Use a wider range of cohesive devices to link ideas across paragraphs, for example, repetition, adverbials, ellipsis
- 6.5f:** Recognize vocabulary and structures appropriate for formal and informal speech and writing, for example, question tags in informal language
- 6.5g:** Understand how to show levels of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, will, might, should, could)
- 6.5h:** Use passive verbs to affect the presentation of information in a sentence
- 6.5i:** Use colons to introduce a list and semi-colons within lists
- 6.5j:** Use semi-colons, colons or dashes to mark boundaries between independent clauses
- 6.5k:** Use hyphens to avoid ambiguity
- 6.6a:** Plan their writing orally and on paper by noting and developing their initial ideas
- 6.6b:** Understand the language, structure and presentation of an increasing range of narrative and non-narrative texts and use them as models for their own writing
- 6.6c:** Identify the audience for, and purpose of, the writing and select the appropriate form
- 6.6d:** Use a wide range of appropriate devices to build cohesion within and across paragraphs
- 6.6e:** Write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action
- 6.6f:** Write an increasingly wide range of texts, for different purposes, adapting style confidently and as appropriate, on paper and on screen
- 6.6g:** Make more adventurous vocabulary choices and increasingly use Tier 2 and Tier 3 vocabulary in their written work
- 6.6h:** Write non-narrative material, using a growing range of organizational and presentational devices, such as bullet points
- 6.6i:** Perform their own compositions, using appropriate intonation and volume so that meaning is clear
- 6.6j:** Make judgements about the writing’s fitness for purpose, considering content, structure and sequence
- 6.6k:** Proofread their own and others’ writing for spelling, grammar and punctuation errors

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

6.1a: *Formulate and pose appropriate questions in a range of contexts*

- Developing:** The student asks relevant questions to further understanding in varied contexts.
- Secure:** The student develops understanding and explores ideas by posing considered, relevant questions in different contexts.
- Extending:** The student furthers understanding and clarifies points they don’t understand by asking relevant questions in formal and informal contexts.

6.1b: Use multi-clause sentences to communicate point of view with clarity

- Developing:** The student uses some multi-clause sentences to make their point of view clear.
- Secure:** The student uses multi-clause sentences and powerful language to clarify and justify their opinion.
- Extending:** The student uses multi-clause sentences and powerful language to clarify and justify their opinion, showing an awareness of audience.

6.1c: Listen and respond appropriately to their peers in a discussion, challenging views courteously

- Developing:** The student, in a discussion, listens to the opinions of others and demonstrates their understanding by responding appropriately.
- Secure:** The student reflects on the opinions or ideas of other people, demonstrating their understanding by responding appropriately and courteously to explain whether they agree or disagree.
- Extending:** The student reflects on the opinions or ideas of several people, demonstrating their understanding by asking questions, as appropriate, with courtesy.

6.1d: Participate in a collaborative performance of a poem or play, showing understanding through intonation, tone and volume to gain and maintain the interest of the audience

- Developing:** The student reads poems aloud/participates in plays, taking it in turns to read lines and using gestures to convey meaning.
- Secure:** The student participates in a collaborative performance of a play or poem, taking it in turns to read lines with appropriate intonation, tone, volume and gestures to convey meaning to the audience.
- Extending:** The student participates in a collaborative performance of a play or poem, taking it in turns to read lines with appropriate intonation, tone, volume and gestures to gain the interest of the audience.

6.1e: Paraphrase and rephrase, as appropriate

- Developing:** The student understands when to use colloquial language and when to use Standard English in different contexts.
- Secure:** The student paraphrases and rephrases words and phrases, as appropriate.
- Extending:** The student paraphrases and rephrases words and phrases, as appropriate to audience and context.

6.1f: Increasingly use a range of Tier 2 and Tier 3 words accurately

- Developing:** The student uses Tier 2 and 3 words, sometimes appropriately, in their answers.
- Secure:** The student experiments with Tier 2 and Tier 3 words and often uses them appropriately.
- Extending:** The student can vary vocabulary according to context, using some Tier 2 words appropriately and Tier 3 words in the correct context.

6.2a: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet

- Developing:** The student uses increasing knowledge of root words, prefixes and suffixes when reading and discussing word meanings.
- Secure:** The student uses extensive knowledge of root words, prefixes and suffixes to explore meanings of challenging vocabulary.
- Extending:** The student can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin), morphology (the form and structure of a word, in other words, the ‘root’ word plus prefix and/or suffix).

6.3a: Express views and preferences on a wide range of books, including myths, legends and traditional stories, modern fiction and books from a range of cultures and literary traditions

- Developing:** The student can express views on an increasingly wide range of fiction, poetry, plays and non-fiction, offering relevant and considered points.
- Secure:** The student can express views and preferences on an increasingly wide range of writings including myths, legends and traditional stories, modern fiction and books from a range of cultures and literary traditions, giving reasons for their choices.
- Extending:** The student can express clear views and preferences on an increasingly wide range of high-quality materials, including myths, legends and traditional stories, modern fiction and books from a range of cultures and literary traditions, giving considered reasons for their choices.

6.3b: Read and explore a wide range of stories and non-fiction texts that are structured in different ways for different purposes, including onscreen texts

- Developing:** The student can retrieve, record and present information from a non-fiction text.
- Secure:** The student can retrieve, record and present information from a non-fiction text and apply this across the whole curriculum, for example, history, geography, science.
- Extending:** The student can confidently skim and scan non-fiction texts to speed up research.

6.4a-6.4d: Understand what they read by:

- 6.4a:** drawing inferences such as inferring the writer’s view and to help construct meaning in non-fiction, and justifying inferences with evidence
 - Developing:** The student can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act.
 - Secure:** The student can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.
 - Extending:** The student can infer and deduce meaning, such as inferring the writer’s view based on evidence drawn from different points in the text and wider experiences.

6.4b: *predicting what a character might do next from details stated and implied, and justifying their predictions*

- Developing:** The student can justify and elaborate on thoughts, feelings, opinions and predictions, referring back to the text for evidence.
- Secure:** The student can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications.
- Extending:** The student can investigate texts to confirm and justify reasoned predictions and opinions.

6.4c: *summarizing a short text, identifying key details that support the main ideas*

- Developing:** The student can summarize and explain the main points in a text, referring back to the text to support and clarify summaries.
- Secure:** The student can summarize information from different points and key ideas from different points in a short text.
- Extending:** The student can summarize information from different points and key ideas from different points in a text and across a range of texts, using quotations and text references to support ideas.

6.4d: *checking that the text makes sense to them, and explaining and discussing their understanding and asking questions*

- Developing:** The student can confidently identify when reading does not make sense and explain how they have solved the problem.
- Secure:** The student can confidently identify when reading does not make sense, asking questions to clarify, if necessary.
- Extending:** The student can, using a range of strategies, identify when reading does not make sense, asking questions to clarify understanding.

6.4e: *Clarify the meaning of words in context*

- Developing:** The student can clarify the meaning of unknown words from the way they are used in context.
- Secure:** The student can work out the meanings of ambitious words and phrases from the way they are used in context.
- Extending:** The student can clarify the meanings of ambitious words and phrases by relating to known vocabulary as well as from the way they are used in context.

6.4f: *Explore how language, structure and presentation contribute to meaning in a wider range of texts*

- Developing:** The student can discuss how an author builds a character through dialogue, action and description.
- Secure:** The student can reflect on the wider consequences or significance of information, ideas or events in the text as a whole.
- Extending:** The student can explain whether the structure, organization and presentation of texts are appropriate for purpose and audience.

6.4g: *Recognize how authors use language, including figurative language, to create effects*

- Developing:** The student can identify and discuss where figurative language creates images.
- Secure:** The student can discuss the difference between literal and figurative language and the effects on imagery.
- Extending:** The student can recognize the use of irony and comment on the writer’s intention (for example, sarcasm, insincerity, mockery).

6.4h: *Evaluate themes and conventions in and across a wide range of writing*

- Developing:** The student can recognize some of the forms and conventions of texts.
- Secure:** The student can show knowledge of the main forms, conventions and features of different texts.
- Extending:** The student can demonstrate secure understanding of the main forms, conventions and features of different texts, with some awareness of how these can be adapted for impact.

6.4i: *Make comparisons within and across two texts*

- Developing:** The student can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes.
- Secure:** The student can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts; the student can distinguish between fact and opinion.
- Extending:** The student can compare texts in the same form, in terms of how typical features are used.

6.5a: *Write legibly, fluently and with increasing speed*

- Developing:** The student can write neatly, legibly and accurately in a flowing, joined style.
- Secure:** The student can write neatly, legibly, accurately and fluently, in a joined style.
- Extending:** The student can adapt handwriting for a range of tasks and purposes, including for effect.

6.5b: *Spell some words with ‘silent’ letters*

- Developing:** The student can make sensible attempts to spell words with ‘silent letters’.
- Secure:** The student can spell all but the most complex words accurately.
- Extending:** The student can spell most vocabulary correctly apart from rare technical or obscure words.

- 6.5c:** *Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt*
- Developing:** The student can use increasing knowledge of root words, prefixes and suffixes when reading and discussing word meanings.
- Secure:** The student can use extensive knowledge of root words, prefixes and suffixes to explore meanings of challenging vocabulary.
- Extending:** The student can use increasing knowledge of root words, prefixes and suffixes when reading and discussing word meanings.
- 6.5d:** *Use further prefixes and suffixes and understand the guidance for adding them*
- Developing:** The student can add suffixes beginning with vowel letters to words ending in -fer.
- Secure:** The student can use all of the range of taught prefixes and suffixes confidently.
- Extending:** The student can confidently use all of the range of taught prefixes and suffixes confidently and correctly, understanding that there are many words for which there are no spelling rules and therefore these words just have to be learned.
- 6.5e:** *Use a wider range of cohesive devices to link ideas across paragraphs, for example, repetition, adverbials, ellipsis*
- Developing:** The student can use devices to build cohesion within a paragraph and across paragraphs.
- Secure:** The student can use implicit links within a text, for example, referring back to a point made earlier or forward to more information or detail to come.
- Extending:** The student can interweave implicit and explicit links between sections.
- 6.5f:** *Recognize vocabulary and structures appropriate for formal and informal speech and writing, for example, question tags in informal language*
- Developing:** The student usually uses vocabulary and structures appropriate for formal and informal writing.
- Secure:** The student uses appropriate informal and formal styles, for example, conversational, colloquial, dialect, Standard English.
- Extending:** The student consciously varies levels of formality according to purpose and audience.
- 6.5g:** *Understand how to show levels of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, will, might, should, could)*
- Developing:** The student uses modal verbs (will, might, should, could) to show levels of possibility.
- Secure:** The student uses adverbs and modal verbs to show levels of possibility
- Extending:** The student confidently uses a range of adverbs and and/or modal verbs (for example, might do it, may go, could rain, should win) to show levels of possibility.
- 6.5h:** *Use passive verbs to affect the presentation of information in a sentence*
- Developing:** The student attempts to use passive verbs.
- Secure:** The student uses the passive voice for variety and to shift focus (for example, ‘The cake was eaten by the child’).
- Extending:** The student uses passive verbs to create effects within the text.

- 6.5i:** *Use colons to introduce a list and semi-colons within lists*
- Developing:** The student attempts to use colons and semi-colons for lists.
- Secure:** The student uses a wider range of punctuation for lists, including colons and semi-colons.
- Extending:** The student confidently uses a wider range of punctuation, including colons to introduce a list and semi-colons within lists.
- 6.5j:** *Use semi-colons, colons or dashes to mark boundaries between independent clauses*
- Developing:** The student attempts to use colons and semi-colons to mark boundaries between clauses, not always correctly.
- Secure:** The student uses a wider range of punctuation to mark boundaries between clauses, including colons, semi-colons and dashes.
- Extending:** The student confidently and correctly uses a wider range of punctuation to mark boundaries between clauses, including colons, semi-colons and dashes.
- 6.5k:** *Use hyphens to avoid ambiguity*
- Developing:** The student experiments with using hyphens to avoid ambiguity, not always correctly.
- Secure:** The student uses hyphens to avoid ambiguity, usually correctly.
- Extending:** The student confidently and correctly uses hyphens to avoid ambiguity.
- 6.6a:** *Plan their writing orally and on paper by noting and developing their initial ideas*
- Developing:** The student composes and rehearses their writing orally by noting and developing their initial ideas.
- Secure:** The student notes and develops initial ideas, drawing on reading and research where appropriate.
- Extending:** The student explores various techniques for recording their ideas to create detailed plans prior to writing.
- 6.6b:** *Understand the language, structure and presentation of an increasing range of narrative and non-narrative texts and use them as models for their own writing*
- Developing:** The student uses an increasing range of narrative and non-narrative texts as models for their own writing.
- Secure:** The student discusses the language, structure and presentation of an increasing range of narrative and non-narrative texts and uses them as models for their own writing.
- Extending:** The student understands the language, structure and presentation of an increasing range of narrative and non-narrative texts and uses them as models for their own writing.

6.6c: *Identify the audience for, and purpose of, the writing and select the appropriate form*

- Developing:** The student can select the correct genre for audience and purpose, and use it accurately.
- Secure:** The student can confidently select the appropriate form for their writing, considering audience and purpose.
- Extending:** The student uses the main features of a form, showing understanding of purpose and some awareness of audience, though not always sustained throughout.

6.6d: *Use a wide range of appropriate devices to build cohesion within and across paragraphs*

- Developing:** The student uses paragraphs consistently and appropriately.
- Secure:** The student uses paragraphs and other conventions appropriately.
- Extending:** The student uses a wide range of conventions appropriately to the context, for example, paragraphs, sub and side headings, addendum, footnote, contents.

6.6e: *Write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action*

- Developing:** The student writes narratives, providing information about settings and characters and with a basic plot; the student uses dialogue to advance action.
- Secure:** The student writes narratives, providing information about settings and characters and with a basic plot; the student uses dialogue to convey character and advance action.
- Extending:** The student uses a range of narrative techniques with confidence, interweaving elements when appropriate (for example, action, dialogue, quotation, formal or informal style, aside, observation, suspense).

6.6f: *Write an increasingly wide range of texts, for different purposes, adapting style confidently and as appropriate, on paper and on screen*

- Developing:** The student produces thoughtful and considered writing (uses simple explanation, opinion, justification and deduction).
- Secure:** The student selects the correct genre for audience and purpose, and uses it accurately, using informal and formal styles with confidence.
- Extending:** The student adapts writing for the full range of purposes, always showing awareness of audience and purpose.

6.6g: *Make more adventurous vocabulary choices and increasingly use Tier 2 and Tier 3 vocabulary in their written work*

- Developing:** The student uses a growing range of Tier 2 and 3 vocabulary accurately, as appropriate.
- Secure:** The student draws from a varied vocabulary, using a growing range of Tier 2 and 3 vocabulary accurately, as appropriate.
- Extending:** The student selects from a wide range of known imaginative and ambitious vocabulary and Tier 2 and 3 vocabulary in appropriate contexts.

6.6h: *Write non-narrative material, using a growing range of organizational and presentational devices, such as bullet points*

- Developing:** The student writes non-fiction texts using organizational devices, for example, headings, bullet points.
- Secure:** The student uses more organizational devices, as appropriate in a range of text types, to structure text and to guide the reader.
- Extending:** The student uses further organizational and presentational devices, as appropriate in a range of text types, to structure text and to guide the reader.

6.6i: *Perform their own compositions, using appropriate intonation and volume so that meaning is clear*

- Developing:** The student performs their compositions, using intonation and volume to make meaning clear.
- Secure:** The student performs their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
- Extending:** The student performs their own compositions, using appropriate intonation, volume and movement so that meaning is clear and to maintain the interest of their audience.

6.6j: *Make judgements about the writing’s fitness for purpose, considering content, structure and sequence*

- Developing:** The student considers how effective their writing is and how it could be improved in terms of vocabulary, grammar and punctuation.
- Secure:** The student considers whether their writing is fit for purpose and discusses how it could be improved in terms of content, structure and cohesion.
- Extending:** The student considers whether their writing and that of others is fit for purpose and discusses how it could be improved in terms of content, structure and cohesion.

6.6k: *Proofread their own and others’ writing for spelling, grammar and punctuation errors*

- Developing:** The student ensures the consistent and correct use of tense throughout a piece of writing.
- Secure:** The student can distinguish between the language of speech and writing.
- Extending:** The student initiates edits and improvements to their work by proofreading what they have written.

YEAR SEVEN

Introduction

This framework can be used as the basis of formal and informal observations of students as their learning progresses through Year 7.

Year 7 builds on the learning students have covered at key stage 2. By the end of Year 7, students will be expected to read increasingly challenging texts independently through reading a wide range of fiction and non-fiction, poetry and plays. They will further develop their comprehension skills and ability to read critically. In Year 7, there is a greater focus on understanding the author’s craft, and examining how authors use language, structure and presentation. Students will consider the cultural, social and historical context of texts and point of view. They will write an increasing variety of texts including poetry, stories, scripts and a non-fiction texts for a range of purposes and audiences. They will continue to use what they read as models for writing and to carefully plan, draft and edit their work. Their writing should be well-structured and presented logically and clearly, drawing on their knowledge of literary devices from their reading and on their rich and growing vocabulary. They will continue to participate in discussions, taking roles in group discussions, and in drama and role-play activities, speaking clearly and fluently, and varying their grammar and vocabulary according to topic and purpose.

Learning outcomes

These learning outcomes set out a programme of study in English for Year 7.

During the year, every student will:

- 7.1a:** Listen attentively and respond in formal and informal contexts
- 7.1b:** Communicate information and ideas on familiar topics clearly and logically to a range of audiences
- 7.1c:** Make clear and relevant contributions to a group discussion or debate, building on others’ ideas
- 7.1d:** Rehearse and perform play scripts and poetry, speaking clearly and fluently with appropriate intonation, volume and actions to add impact
- 7.1e:** Understand key aspects of spoken language, including grammatical features, and how it differs from other language modes
- 7.1f:** Vary vocabulary according to topic and purpose, and use the main conventions of Standard English when appropriate
- 7.3a:** Develop an appreciation of reading and read increasingly high quality and challenging material independently
- 7.3b:** Read and watch a range of fiction and non-fiction texts, consolidating awareness of typical features of different types
- 7.4a:** Examine layers of meaning within a text, using inference and deduction, drawing conclusions based on different points in a text
- 7.4b:** Understand some of the ways texts reflect the social, cultural and historical contexts in which they were written
- 7.4c:** Understand and summarize information and ideas from a text, identifying the main ideas, themes and purposes
- 7.4d:** Develop and deploy strategies for dealing with unfamiliar words in texts (deciding if they’re vital, using contextual clues, and so on.)

- 7.4e:** Explore new words, their origins and links to other words, adding them to their own expanding vocabulary
- 7.4f:** Explain some of the ways writers use structure, organization and presentational devices appropriate for purpose and audience
- 7.4g:** Discuss how writers use features of language, including figurative language, to create particular effects
- 7.4h:** Study setting, plot and characterization, and the effects of these
- 7.4i:** Compare texts in the same form, on the same topic or with the same theme, making comments
- 7.4j:** Recognize how the work of dramatists is communicated through performance
- 7.4k:** Recognize some poetic conventions
- 7.5a:** Work towards increasing accuracy of spelling of common and less common words
- 7.5b:** Identify words they personally find tricky and develop strategies to help remember correct spellings
- 7.5c:** Recognize how straightforward grammatical features help to convey meaning and cohesion in different texts
- 7.5d:** Understand the conventions of Standard English and how to use them when appropriate in their writing
- 7.5e:** Understand and use appropriately the conventions of sentence grammar in their writing
- 7.5f:** Consolidate knowledge of punctuation and demonstrate ability to use it accurately in own writing
- 7.5g:** Use some appropriate terminology when discussing reading, writing and spoken language
- 7.6a:** Plan their writing by exploring various techniques for recording their ideas to create detailed plans prior to writing
- 7.6b:** Draw on their understanding of the organization, purpose and presentational devices of a wide range of complex texts and use them as models for their own writing
- 7.6c:** Identify the audience for, and purpose of, the writing, considering how their writing should be organized appropriately for the needs of the reader
- 7.6d:** Apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form
- 7.6e:** Draw on knowledge of literary devices from their reading to enhance the impact of their writing
- 7.6f:** Write fluently a wide range of formal and informal texts for a wide range of purposes/audiences
- 7.6g:** Vary vocabulary according to topic and purpose, and use the main conventions of Standard English when appropriate
- 7.6h:** Read aloud the first draft of their work to ensure key techniques have been used and to check spelling and punctuation
- 7.6i:** Consider how their writing reflects the audiences and purposes for which it was intended

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

7.1a: *Listen attentively and respond in formal and informal contexts*

- Developing:** The student listens and responds by posing considered, relevant questions in different contexts.
- Secure:** The student listens attentively in formal and informal contexts, clarifying points they don’t understand by asking relevant questions.
- Extending:** The student listens attentively, using appropriate strategies to indicate that they are listening, including nodding, repeating what a speaker has said and asking questions to clarify points.

7.1b: *Communicate information and ideas on familiar topics clearly and logically to a range of audiences*

- Developing:** The student explores ideas and information, mostly coherently, on topics that are sometimes complex, for a known audience.
- Secure:** The student clearly expresses information and ideas in a structured way, on a variety of topics, for a range of audiences.
- Extending:** The student clearly expresses information and ideas in a structured way, using vocabulary to vary language appropriately for a range of audiences.

7.1c: *Make clear and relevant contributions to a group discussion or debate, building on others’ ideas*

- Developing:** The student makes relevant points in discussions and debates, usually with clarity, showing understanding and some ability to build on others’ comments.
- Secure:** The student makes clear and relevant contributions to a group discussion and debates, building on others’ ideas.
- Extending:** The student makes some developed contributions to discussions or debate, building on others’ points and sometimes drawing ideas together, or posing questions.

7.1d: *Rehearse and perform play scripts and poetry, speaking clearly and fluently with appropriate intonation, volume and actions to add impact*

- Developing:** The student conveys straightforward ideas about character and situations in play reading and other drama activities, with some use of different voices and actions.
- Secure:** The student shows some understanding of characters, relationships and situations in play reading and other drama activities, through use of different voices and actions.
- Extending:** The student sustains insight into characters, relationships and situations, in play reading and other drama activities, through use of a range of different voices and actions.

7.1e: *Understand key aspects of spoken language, including grammatical features, and how it differs from other language modes*

- Developing:** The student shows awareness of the need to adapt vocabulary and grammatical features of spoken language to different contexts.
- Secure:** The student uses Standard English, mostly appropriately, when relevant, and some conventions or features of oral communication are recognized.
- Extending:** The student uses Standard English, almost always appropriately, when relevant, and there is some comment on conventions of the features of oral communication.

7.1f: *Vary vocabulary according to topic and purpose, and use the main conventions of Standard English when appropriate*

- Developing:** The student experiments with vocabulary in different contexts, showing an awareness of the conventions of Standard English.
- Secure:** The student varies vocabulary according to topic and purpose, sometimes following the main conventions of Standard English.
- Extending:** The student, with accuracy, varies vocabulary according to topic and purpose, using the main conventions of Standard English.

7.3a: *Develop an appreciation of reading and read increasingly high quality and challenging material independently*

- Developing:** The student expresses views and preferences on an increasingly wide range of writing, including myths, legends and traditional stories, modern fiction and books from a range of cultures and literary traditions, giving reasons for their choices.
- Secure:** The student expresses clear views and preferences on an increasingly wide range of high-quality materials, including myths, legends and traditional stories, modern fiction and books from a range of cultures and literary traditions, giving considered reasons for their choices.
- Extending:** The student comments on the success – or otherwise – of a text in achieving the writer’s intention, referring to both structure and language choices.

7.3b: *Read and watch a range of fiction and non-fiction texts, consolidating awareness of typical features of different types*

- Developing:** The student recognizes some of the forms and conventions of texts.
- Secure:** The student recognizes some of the forms, conventions and features of different texts, for example, poetry, plays, newspaper reports, web pages.
- Extending:** The student shows knowledge of the main forms, conventions and features of different texts.

7.4a: *Examine layers of meaning within a text, using inference and deduction, drawing conclusions based on different points in a text*

- Developing:** The student uses inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.
- Secure:** The student infers and deduces meaning based on evidence drawn from different points in the text and wider experiences.
- Extending:** The student can unpick the details of the different layers of meaning in texts, for example, students use language to discuss texts such as: “This could be interpreted as ...”, “On the other hand ...”, “Perhaps the writer is suggesting ...”, “One way of looking at this is that ... whilst another could be ...”.

- 7.4b:** *Understand some of the ways texts reflect the social, cultural and historical contexts in which they were written*
- Developing:** The student learns how background information about the text can help our understanding of it.
- Secure:** The student builds on their understanding of some of the ways texts reflect social, cultural and historical context.
- Extending:** The student demonstrates understanding of the ways texts reflect the social, cultural and historical context in which they were written.
- 7.4c:** *Understand and summarize information and ideas from a text, identifying the main ideas, themes and purposes*
- Developing:** The student summarizes information from different points and key ideas from different points in a short text.
- Secure:** The student summarizes information from different points and key ideas from different points in a text.
- Extending:** The student summarizes and collates information from a range of texts.
- 7.4d:** *Develop and deploy strategies for dealing with unfamiliar words in texts (deciding if they’re vital, using contextual clues, and so on.)*
- Developing:** The student works out the meanings of ambitious words and phrases from the way they are used in context.
- Secure:** The student clarifies the meanings of ambitious words and phrases by relating to known vocabulary as well as from the way they are used in context.
- Extending:** The student consolidates awareness of words with similar meanings, using context and exploring word origins to increase understanding of new vocabulary.
- 7.4e** *Explore new words, their origins and links to other words, adding them to their own expanding vocabulary*
- Developing:** The student can work out the meanings of unknown words from the way they are used in context.
- Secure:** The student can clarify the meanings of unknown words by relating to known vocabulary as well as from the way they are used in context.
- Extending:** The student can provide clear explanations of ambitious words using a range of strategies, including dictionaries and electronic methods, to interpret unfamiliar words.
- 7.4f:** *Explain some of the ways writers use structure, organization and presentational devices appropriate for purpose and audience*
- Developing:** The student shows understanding of effect of the text on the reader and offers straightforward personal opinions.
- Secure:** The student explains the structure, organization and presentational devices of texts in terms of whether they are appropriate for purpose and audience.
- Extending:** The student shows understanding of the effect of texts on the reader, and justifies personal opinions with straightforward reasons.

- 7.4g:** *Discuss how writers use features of language, including figurative language, to create particular effects*
- Developing:** The student shows familiarity with some appropriate terminology to discuss literary, grammatical and linguistic features in texts.
- Secure:** The student explains aspects of language and structure, including grammatical features.
- Extending:** The student discusses how linguistic, structural and grammatical features are used in different texts to create effects.
- 7.4h:** *Study setting, plot and characterization, and the effects of these*
- Developing:** The student offers pertinent observations about plot, characterization and setting.
- Secure:** The student learns some ways writers create a sense of place, convey characters and employ techniques to move the plot forward.
- Extending:** The student recognizes some ways writers create a sense of place, convey characters and employ techniques to move the plot forward.
- 7.4i:** *Compare texts in the same form, on the same topic or with the same theme, making comments*
- Developing:** The student can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.
- Secure:** The student can compare texts in the same form, in terms of how typical features are used.
- Extending:** The student can compare texts in the same form, in terms of how typical features are used and how effective they are.
- 7.4j:** *Recognize how the work of dramatists is communicated through performance*
- Developing:** The student shows understanding of how plays are communicated through performance.
- Secure:** The student uses some terminology associated with drama and dramatic performances.
- Extending:** The student understands that plays can be staged in different ways.
- 7.4k:** *Recognize some poetic conventions*
- Developing:** The student can, with support, recognize some poetic forms and conventions.
- Secure:** The student can identify a growing range of poetic forms and conventions.
- Extending:** The student can explore poetic forms and conventions and discuss how these have been used.
- 7.5a:** *Work towards increasing accuracy of spelling of common and less common words*
- Developing:** The students’ spelling of most regularly constructed words and common irregular words is accurate.
- Secure:** The student can spell most words, including common irregular words and some less common words.
- Extending:** The student can spell most words, including less common, irregular words.

7.5b: *Identify words they personally find tricky and develop strategies to help remember correct spellings*

- Developing:** The student can identify words they personally find tricky.
- Secure:** The student can identify words they personally find tricky and develop strategies to help remember them.
- Extending:** The student can effectively use strategies to help remember how to spell tricky words.

7.5c: *Recognize how straightforward grammatical features help to convey meaning and cohesion in different texts*

- Developing:** The student can use some vocabulary, grammatical constructions and other techniques, appropriate to the task and purpose.
- Secure:** The student can use a range of vocabulary, grammatical constructions and other techniques, appropriate to the task and purpose.
- Extending:** The student can use a range of vocabulary, grammatical constructions and rhetorical techniques, with some skill, appropriate to topic, purpose and audience.

7.5d: *Understand the conventions of Standard English and how to use them when appropriate in their writing*

- Developing:** The student shows awareness of the need to adapt vocabulary and grammatical features to different contexts in their writing.
- Secure:** The student uses Standard English, mostly appropriately, when relevant in their writing.
- Extending:** The student uses Standard English, almost always appropriately, when relevant in their writing.

7.5e: *Understand and use appropriately the conventions of sentence grammar in their writing*

- Developing:** The student uses a range of sentence structures, mostly accurately, though there may be a lack of variety or some lack of control when more ambitious structures are attempted.
- Secure:** The student uses a range of sentence structures, single clause and multi-clause, mostly securely, though there may be occasional errors.
- Extending:** The student uses a range of sentence structures, single clause and multi-clause almost always securely, with some adaptation to the purpose of the task.

7.5f: *Consolidate knowledge of punctuation and demonstrate ability to use it accurately in own writing*

- Developing:** The student uses punctuation for sub-division, effect, listing, direct speech, parenthesis, and so on, usually successfully.
- Secure:** The student uses a wide range of punctuation, usually accurately, including for sub-division, effect, listing, direct speech, parenthesis, and so on.
- Extending:** The student uses a wide range of punctuation accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, and so on.

7.5g: *Use some appropriate terminology when discussing reading, writing and spoken language*

- Developing:** The student shows awareness of appropriate terminology when discussing language; the student may not use terms correctly.
- Secure:** The student uses some appropriate terminology when discussing reading, writing and spoken language.
- Extending:** The student confidently uses a range of appropriate terminology when discussing reading, writing and spoken language.

7.6a: *Plan their writing by exploring various techniques for recording their ideas to create detailed plans prior to writing*

- Developing:** The student notes and develops initial ideas, drawing on reading and research where appropriate.
- Secure:** The student explores various techniques for recording their ideas to create detailed plans prior to writing.
- Extending:** The student selects appropriate planning techniques for organizing and recording their ideas prior to writing.

7.6b: *Draw on their understanding of the organization, purpose and presentational devices of a wide range of complex texts and use them as models for their own writing*

- Developing:** The student understands the language, structure and presentation of an increasing range of narrative and non-narrative texts, and uses them as models for their own writing.
- Secure:** The student emulates the organization, purpose and presentational devices of a wide range of complex texts as models in their own writing.
- Extending:** The student selects appropriate elements from the organization, purpose and presentational devices of a wide range of complex texts and uses them in their own writing.

7.6c: *Identify the audience for, and purpose of, the writing, considering how their writing should be organized appropriately for the needs of the reader*

- Developing:** The student confidently selects the appropriate form for their writing, considering audience and purpose.
- Secure:** The student uses the main features of a form, showing understanding of purpose and some awareness of audience, though not always sustained throughout.
- Extending:** The student uses the main features of a form, mostly securely, showing understanding of purpose and audience.

7.6d: *Apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form*

- Developing:** The student uses a wide range of conventions appropriately to the context, for example, paragraphs, sub and side headings, addendum, footnote, contents.
- Secure:** The student uses conventions appropriately, applying their growing knowledge of vocabulary, grammar and text structure to their writing.
- Extending:** The student uses a clear structure in their writing, with a range of conjunctions, adverbs and prepositions used to signal the sequence of ideas in the text and secure use of paragraphing.

7.6e: *Draw on knowledge of literary devices from their reading to enhance the impact of their writing*

- Developing:** The student uses a range of techniques with confidence, interweaving elements when appropriate (for example, action, dialogue, quotation, formal or informal style, aside, observation, suspense).
- Secure:** The student uses literary devices, mostly appropriately.
- Extending:** The student uses a range of literary devices and stylistic features, mostly appropriately, to support the purpose of the writing.

7.6f: *Write fluently a wide range of formal and informal texts for a wide range of purposes/audiences*

- Developing:** The student adapts writing for the full range of purposes, always showing awareness of audience and purpose.
- Secure:** The student consciously varies levels of formality according to purpose and audience.
- Extending:** The student mostly sustains the chosen style throughout the writing, appropriate to purpose, audience and level of formality.

7.6g: *Vary vocabulary according to topic and purpose, and use the main conventions of Standard English when appropriate*

- Developing:** The student draws from a varied vocabulary, using a growing range of Tier 2 and 3 vocabulary accurately, as appropriate.
- Secure:** The student selects vocabulary to match the purpose and style of writing, mostly appropriately, including some technical and literary language.
- Extending:** The student uses a range of vocabulary including technical, literary and subject-specific language, to match purpose and style, and sometimes for particular effect.

7.6h: *Read aloud the first draft of their work to ensure key techniques have been used and to check spelling and punctuation*

- Developing:** The student reads the first draft of their work to check spelling and punctuation.
- Secure:** The student reads aloud the first draft of their work to ensure key techniques have been used and to check spelling and punctuation.
- Extending:** The student reads aloud the vocabulary, grammar and structure of their writing to improve its coherence, accuracy and overall effectiveness.

7.6i: *Consider how their writing reflects the audiences and purposes for which it was intended*

- Developing:** The student considers whether their writing is fit for purpose and discusses how it could be improved in terms of content, structure and cohesion.
- Secure:** The student discusses whether their writing could be improved in terms of content, effects and cohesion, and whether it meets its purpose and the needs of the audience.
- Extending:** The student discusses how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register.

YEAR EIGHT

Introduction

This framework can be used as the basis of formal and informal observations of students as their learning progresses through Year 8.

Year 8 builds on the learning students have covered in Year 7. In Year 8, students will continue to read increasingly challenging fiction and non-fiction, poetry and plays independently. There is a continued emphasis on comprehension, interpretation and reading critically and in looking for subtle, implied meaning. The author's craft is studied in depth, with students examining how authors use language, structure and presentation as well as a range of literary and rhetorical techniques. Students will explore structure, organization, purpose and audience and figurative language, and attempt to use these in their own writing for a variety of audiences and purposes. They will continue to carefully plan, draft and evaluate their work. Their writing will be well-structured and presented logically and clearly, drawing on their rich and growing vocabulary. They will select and vary language appropriate to purpose and audience, moving between formal and informal registers and using verbal and non-verbal techniques to engage listeners.

Learning outcomes

These learning outcomes set out a programme of study in English for Year 8.

During the year, every student will:

- 8.1a:** In formal and informal contexts, use different strategies to indicate that they are listening attentively and challenge others' points of view appropriately
- 8.1b:** Use a range of verbal and non-verbal techniques to engage listeners' attention and interest, adapting voice, intonation, pace and volume as appropriate
- 8.1c:** Make sustained contributions to group discussions and debates, drawing together ideas, making suggestions and helping the discussion to move forwards
- 8.1d:** Read aloud with confidence and fluency, and take part in plays and other drama activities, adapting voice, intonation, pace and volume as appropriate
- 8.1e:** Select and vary language appropriate to purpose and audience, moving between formal and informal registers
- 8.1f:** Use Tier 3 vocabulary, including appropriate linguistic and literary terminology, when discussing reading, writing and spoken language, with some precision
- 8.3a:** Continue developing an appreciation and love of reading, using challenging new texts as well as known classics
- 8.3b:** Read and watch a wide range of genres, including short stories, novels, poems, plays and non-fiction text types
- 8.4a:** Draw inferences, such as inferences about the culture texts are a part of, using evidence
- 8.4b:** Appreciate the different ways texts reflect the social, cultural and historical contexts in which they were written
- 8.4c:** Understand, summarize and synthesize information and ideas from more than one text, tracing the development of the main ideas, themes and purposes
- 8.4d:** Explain an increasingly wide range of vocabulary used in different texts, using a range of strategies to interpret unfamiliar words

- 8.4e:** Continue to expand vocabulary, by focusing on new words, their similarity to other words and exploring nuances of meaning
- 8.4f:** Examine the ways writers use structure, organization and presentational devices appropriate for purpose and audience and to position the reader
- 8.4g:** Explain how writers use different language and grammatical features in a range of texts to convey meaning and create effect
- 8.4h:** Understand and examine setting, plot and characterization, and the effects of these
- 8.4i:** Make detailed comparisons between one or more texts in the same form, on the same topic or with the same theme
- 8.4j:** Explain how the work of dramatists is communicated effectively through performance
- 8.4k:** Examine a growing range of poetic forms and conventions, and understand how these have been used
- 8.5a:** Continually work towards improving spelling, in both initial drafts and final proof check of own work
- 8.5b:** Be aware of commonly misspelt words and ensure correct spelling is embedded
- 8.5c:** Consider how different grammatical features are used to help to convey meaning, create cohesion and effects in different texts
- 8.5d:** Appreciate the significance and importance of Standard English, and know how and when to use it, and non-Standard English, consistently in their own writing
- 8.5e:** Write grammatically accurate texts, drawing on their knowledge of the conventions of sentence grammar, and able to explain their choices
- 8.5f:** Review knowledge and use of punctuation, understanding how it can clarify meaning and increase accuracy and precision of text
- 8.6a:** Plan their writing by selecting appropriate planning techniques for organizing and recording their ideas prior to writing
- 8.6b:** Draw on their understanding of the organization, purpose and presentational devices of a wide range of complex texts and select appropriate elements to use in their own writing
- 8.6c:** Identify the audience for, and purpose of, the writing, considering how their writing should be organized appropriately for the needs of the reader, using a more formal style where appropriate
- 8.6d:** Use a controlled and clear structure, employing organizational devices as appropriate
- 8.6e:** Confidently use knowledge of literary and rhetorical devices from their reading to enhance the impact of their writing
- 8.6f:** Write fluently and effectively, complex and well-structured texts for a range of purposes/ audiences
- 8.6g:** Make imaginative vocabulary choices and use Tier 2 and Tier 3 vocabulary with some precision and for particular effects
- 8.6h:** Consider how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register
- 8.6i:** Amend the vocabulary, grammar and structure of their writing to improve its coherence, accuracy and overall effectiveness

- 8.1a:** *In formal and informal contexts, use different strategies to indicate that they are listening attentively and challenge others’ points of view appropriately*
 - Developing:** The student listens attentively in formal and informal contexts, clarifying points they don’t understand by asking relevant questions.
 - Secure:** The student listens attentively in formal and informal contexts, using strategies to indicate that they are listening, including nodding and asking questions to clarify points; the student challenges points they disagree with courteously.
 - Extending:** The student listens carefully and thoughtfully, using appropriate strategies to indicate that they are listening, including nodding, repeating what a speaker has said and asking questions to clarify points; the student responds courteously and appropriately with alternative points of view.
- 8.1b:** *Use a range of verbal and non-verbal techniques to engage listeners’ attention and interest, adapting voice, intonation, pace and volume as appropriate*
 - Developing:** The student uses vocabulary and grammatical constructions to vary language appropriately for the audience.
 - Secure:** The student uses vocabulary, grammatical constructions and non-verbal techniques to vary language appropriately for the task, purpose and audience.
 - Extending:** The student uses a range of vocabulary, grammatical constructions and non-verbal techniques selectively, to vary language appropriately for the task, purpose and audience.
- 8.1c:** *Make sustained contributions to group discussions and debates, drawing together ideas, making suggestions and helping the discussion to move forwards*
 - Developing:** The student makes clear and relevant contributions to a group discussion or debate, building on others’ ideas.
 - Secure:** The student makes some developed contributions to discussions and debates, building on others’ points and sometimes drawing ideas together, or posing questions.
 - Extending:** The student makes well-judged, developed and often sustained contributions to discussions and debates, showing an ability to bring ideas together to move the discussion forward.
- 8.1d:** *Read aloud with confidence and fluency, and take part in plays and other drama activities, adapting voice, intonation, pace and volume as appropriate*
 - Developing:** The student shows some understanding of characters, relationships and situations in play reading and other drama activities, through use of different voices and actions.
 - Secure:** The student sustains insight into characters, relationships and situations in play reading and other drama activities, through use of a range of different voices and actions.
 - Extending:** The student demonstrates some examination of characters, relationships and themes in play reading and other drama activities, through the use of a range of appropriately chosen voices and actions.

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

- 8.1e:** *Select and vary language appropriate to purpose and audience, moving between formal and informal registers*
- Developing:** The student can vary language, mostly appropriately, moving between formal and informal registers, depending on purpose and audience.
- Secure:** The student uses Standard English, almost always appropriately to purpose and audience, and there is some comment on conventions of the features of oral communication.
- Extending:** The student uses Standard English, when relevant, and there is some understanding of conventions or features of oral communication, using some appropriate terminology.

- 8.1f** *Use Tier 3 vocabulary, including appropriate linguistic and literary terminology, discussing reading, writing and spoken language, with some precision*
- Developing:** The student attempts to use Tier 3 vocabulary when discussing reading, writing and spoken language.
- Secure:** The student uses Tier 3 vocabulary, including appropriate linguistic and literary terminology, in a range of contexts.
- Extending:** The student uses Tier 3 vocabulary, including linguistic and literary terminology, precisely and confidently when discussing reading, writing and speaking and listening.

- 8.3a:** *Continue developing an appreciation and love of reading, using challenging new texts as well as known classics*
- Developing:** The student expresses clear views and preferences on an increasingly wide range of high-quality materials, including challenging new texts and classics, giving considered reasons for their choices.
- Secure:** The student comment on the success – or otherwise – of a text in achieving the writer’s intention, referring to both structure and language choices.
- Extending:** The student considers the effects of texts on different readers and expresses critical personal opinions, justifying comments with developed reasons.

- 8.3b:** *Read and watch a wide range of genres, including short stories, novels, poems, plays and non-fiction text types*
- Developing:** The student recognizes some of the forms, conventions and features of different texts, for example, poetry, plays, newspaper reports, web pages.
- Secure:** The student shows knowledge of the main forms, conventions and features of different texts.
- Extending:** The student analyses how different forms and conventions can be adapted to create particular effects in a range of different texts.

- 8.4a:** *Draw inferences, such as inferences about the culture texts are a part of, using evidence*
- Developing:** The student can infer and deduce meaning based on evidence drawn from different points in the text and wider experiences.
- Secure:** The student can infer, supported by what they know about the culture the text is part of, based on evidence drawn from different points in the text and wider experiences.
- Extending:** The student makes detailed interpretations of texts, based on close and careful reading, developing ideas and drawing out connections.

- 8.4b:** *Appreciate the different ways texts reflect the social, cultural and historical contexts in which they were written*
- Developing:** The student begins to appreciate how a writer’s choice of language can help to evoke a historical period or social context.
- Secure:** The student explores how a writer’s choice of language can help to evoke a historical period or social context.
- Extending:** The student explores how a writer’s choice of language can help to evoke a historical period or social context, and compares this in more than one text.

- 8.4c:** *Understand, summarize and synthesize information and ideas from more than one text, tracing the development of the main ideas, themes and purposes*
- Developing:** The student can summarize information from different points and key ideas from different points in a text.
- Secure:** The student can summarize and collate information from a range of texts.
- Extending:** The student can summarize and synthesize information from different points and key ideas from different points in a text and across a range of texts, using quotations and text references to support ideas.

- 8.4d:** *Explain an increasingly wide range of vocabulary used in different texts, using a range of strategies to interpret unfamiliar words*
- Developing:** The student can consolidate awareness of words with similar meanings, using context and exploring word origins to increase understanding of new vocabulary.
- Secure:** The student can expand vocabulary using dictionaries and context to work out the meaning of new words.
- Extending:** The student can increase awareness of nuances associated with particular words.

- 8.4e:** *Continue to expand vocabulary, by focusing on new words, their similarity to other words and exploring nuances of meaning*
- Developing:** The student can clarify the meanings of unknown words by relating to known vocabulary as well as from the way they are used in context.
- Secure:** The student can expand their vocabulary, by providing clear and precise explanations of ambitious words using a range of strategies, including dictionaries and electronic methods, to interpret unfamiliar words.
- Extending:** The student can expand their vocabulary, by providing clear and precise explanations of ambitious words and exploring nuances of meaning, using a range of strategies, including dictionaries and electronic methods, to interpret unfamiliar words.
- 8.4f:** *Examine the ways writers use structure, organization and presentational devices appropriate for purpose and audience and to position the reader*
- Developing:** The student can explain the structure, organization and presentation of texts in terms of whether they are appropriate for purpose and audience.
- Secure:** The student shows understanding of the effect of texts on the reader, and justifies personal opinions with straightforward reasons.
- Extending:** The student explores and considers the effects of texts on readers, and personal, critical opinions show evidence of some development.
- 8.4g:** *Explain how writers use different language and grammatical features in a range of texts to convey meaning and create effect*
- Developing:** The student explains aspects of language and structure, including grammatical features.
- Secure:** The student discusses how linguistic and grammatical features are used in different texts to create effects.
- Extending:** The student discusses how linguistic, structural and grammatical features are used in different texts to create effects.
- 8.4h:** *Understand and examine setting, plot and characterization, and the effects of these*
- Developing:** The student learns some ways writers create a sense of place, convey characters and employ techniques to move the plot forward.
- Secure:** The student recognizes some ways writers create a sense of place, convey characters and employ techniques to move the plot forward.
- Extending:** The student compares and contrasts how different authors create a sense of place, convey characters and employ techniques to move the plot forward, and how effective these techniques are.
- 8.4i:** *Make detailed comparisons between one or more texts in the same form, on the same topic or with the same theme*
- Developing:** The student compares texts in the same form, in terms of how typical features are used.
- Secure:** The student compares texts in the same form, in terms of how typical features are used and how effective they are.
- Extending:** The student compares texts in the same form, in terms of how typical features are used and how effective they are, making detailed, analytical comments.

- 8.4j:** *Explain how the work of dramatists is communicated effectively through performance*
- Developing:** The student uses some terminology associated with drama and dramatic performances.
- Secure:** The student understands that plays can be interpreted in many different ways on stage and screen.
- Extending:** The student understands that plays can be interpreted in many different ways on stage and screen and that this can affect what the audience think about the play and its characters.
- 8.4k:** *Examine a growing range of poetic forms and conventions, and understand how these have been used*
- Developing:** The student identifies a growing range of poetic forms and conventions.
- Secure:** The student explores poetic forms and conventions, and discusses how these have been used.
- Extending:** The student discusses and evaluates poetic conventions and demonstrates understanding of how these have been used to create effects.
- 8.5a:** *Continually work towards improving spelling, in both initial drafts and final proof check of own work*
- Developing:** The student’s spelling is mostly correct, though there may be occasional errors in less common, irregular words.
- Secure:** The student’s spelling is almost always correct, though there may be errors in some less common, irregular or commonly misspelled words.
- Extending:** The student’s spelling is correct, with only occasional errors in irregular or unusual words.
- 8.5b:** *Be aware of commonly misspelt words and ensure correct spelling is embedded*
- Developing:** The student can identify words they personally find tricky and develop strategies to help remember them.
- Secure:** The student can effectively use strategies to help them remember how to spell tricky words.
- Extending:** The student can effectively use a range of strategies to help them remember how to spell words they have identified as tricky.
- 8.5c:** *Consider how different grammatical features are used to help to convey meaning, create cohesion and effects in different texts*
- Developing:** The student can use a range of vocabulary, grammatical constructions and other techniques, appropriate to the task and purpose.
- Secure:** The student can use a range of vocabulary, grammatical constructions and rhetorical techniques, with some skill, appropriate to topic, purpose and audience.
- Extending:** The student can use a range of vocabulary, grammatical constructions and rhetorical techniques, selectively, to vary language appropriately for the task, purpose and audience.

8.5d: *Appreciate the significance and importance of Standard English, and know how and when to use it, and non-Standard English, consistently in their own writing*

- Developing:** The student can use Standard English, mostly appropriately, when relevant in their writing.
- Secure:** The student can vary between Standard and non-Standard English, almost always appropriately, in their writing.
- Extending:** The student can vary language, mostly appropriately, moving between formal and informal registers, depending on purpose and audience in their writing.

8.5e: *Write grammatically accurate texts, drawing on their knowledge of the conventions of sentence grammar, and able to explain their choices*

- Developing:** The student uses a range of sentence structures, single clause and multi-clause, mostly securely, though there may be occasional errors.
- Secure:** The student uses a range of sentence structures, single clause and multi-clause, almost always securely, with some adaptation to the purpose of the task.
- Extending:** The student chooses and adapts sentence structures to meet the requirements of the task.

8.5f: *Review knowledge and use of punctuation, understanding how it can clarify meaning and increase accuracy and precision of text*

- Developing:** The student uses a range of punctuation, usually accurately, including for sub-division, effect, listing, direct speech, parenthesis, and so on.
- Secure:** The student uses a wide range of punctuation accurately and precisely, and usually recognizes and avoids common errors in punctuation, for example, the inaccurate use of apostrophes.
- Extending:** The student uses the full range of punctuation skilfully and precisely, and recognizes and avoids common errors in punctuation, for example, the inaccurate use of apostrophes.

8.6a: *Plan their writing by selecting appropriate planning techniques for organizing and recording their ideas prior to writing*

- Developing:** The student explores various techniques for recording their ideas to create detailed plans prior to writing.
- Secure:** The student selects appropriate planning techniques for organizing and recording their ideas prior to writing.
- Extending:** The student selects appropriate planning techniques for organizing and recording their ideas prior to writing (plans should help structure text as well as note ideas for inclusion).

8.6b: *Draw on their understanding of the organization, purpose and presentational devices of a wide range of complex texts and select appropriate elements to use in their own writing*

- Developing:** The student emulates the organization, purpose and presentational devices of a wide range of complex texts as models in their own writing.
- Secure:** The student selects appropriate elements from the organization, purpose and presentational devices of a wide range of complex texts and uses them in their own writing.
- Extending:** The student selects appropriate elements from the organization, purpose and presentational devices of a wide range of complex texts for their own writing, adapting them as necessary.

8.6c: *Identify the audience for, and purpose of, the writing, considering how their writing should be organized appropriately for the needs of the reader, using a more formal style where appropriate*

- Developing:** The student’s use of form shows secure understanding of purpose and audience across a range of texts.
- Secure:** The student shows some adaptation of form, appropriate to purpose and audience, in some texts.
- Extending:** The student adapts the form to suit the purpose of the writing, showing familiarity with a range of conventions.

8.6d: *Use a controlled and clear structure, employing organizational devices as appropriate*

- Developing:** The student uses a clear structure in their writing, with a range of conjunctions, adverbs and prepositions used to signal the sequence of ideas in the text and secure use of paragraphing.
- Secure:** The student uses a clear structure and a variety of paragraphs to support the purpose of the writing.
- Extending:** The student skilfully controls and organizes information and ideas, with a range of devices used to position the reader.

8.6e: *Confidently use knowledge of literary and rhetorical devices from their reading to enhance the impact of their writing*

- Developing:** The student uses some literary devices, mostly appropriately.
- Secure:** The student uses a range of literacy devices and stylistic features, mostly appropriately, to support the purpose of the writing.
- Extending:** The student uses a range of literary and rhetorical devices from their writing to support the purpose of the writing.

8.6f: *Write fluently and effectively, complex and well-structured texts for a range of purposes/audiences*

- Developing:** The student consciously varies levels of formality according to purpose and audience.
- Secure:** The student mostly sustains the chosen style throughout the writing, appropriate to purpose, audience and level of formality.
- Extending:** The student consistently uses a range of styles, including formal and informal, appropriate to purpose and audience.

8.6g: *Make imaginative vocabulary choices and use Tier 2 and Tier 3 vocabulary with some precision and for particular effects*

- Developing:** The student selects vocabulary to match the purpose and style of writing, mostly appropriately, including some technical and literary language.
- Secure:** The student uses a range of vocabulary, including technical, literary and subject-specific language, to match purpose and style, and sometimes for particular effect.
- Extending:** The student chooses varied and ambitious vocabulary, and selects it to fulfil the purpose of a task.

8.6h: *Consider how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register*

- Developing:** The student discusses whether their writing could be improved in terms of content, effects and cohesion, and whether it meets its purpose and the needs of the audience.
- Secure:** The student discusses how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register.
- Extending:** The student assesses how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register.

8.6i: *Amend the vocabulary, grammar and structure of their writing to improve its coherence, accuracy and overall effectiveness*

- Developing:** The student discusses whether their writing could be improved in terms of content, effects and cohesion, and whether it meets its purpose and the needs of the audience.
- Secure:** The student considers how the vocabulary, grammar and structure of their writing is used and how it contributes to the overall effectiveness.
- Extending:** The student amends the vocabulary, grammar and structure of their writing to improve its coherence, accuracy and overall effectiveness.

YEAR NINE

Introduction

This framework can be used as the basis of formal and informal observations of students as their learning progresses through Year 9.

Year 9 builds on the learning students have covered in Year 8. In Year 9, students will continue to read increasingly challenging fiction and non-fiction, poetry and plays covering a wide range of genres, historical periods, forms and authors. There is a continued emphasis on comprehension, interpretation, evaluation and reading critically and in looking for subtle, implied meaning. The author’s craft is studied in depth, with students examining how authors use language, structure and presentation as well as a range of literary and rhetorical techniques. Students will articulate the structure, organization, purpose and audience and figurative language they have studied in their writing for a variety of audiences and purposes, drawing on their wide knowledge of grammar and vocabulary. They will continue to carefully plan, draft and evaluate their work. They will be expected to write longer, more Extending pieces of writing. They will write formal and academic essays as well as writing imaginatively. In speaking, listening and writing they will use increasingly ambitious vocabulary precisely and confidently. They will use language with skill and subtlety, adapting the degree of formality suited to purpose and audience.

Learning outcomes

These learning outcomes set out a programme of study in English for Year 9. During the year, every student will:

- 9.1a:** Listen thoughtfully and perceptively to others, Extending their own understanding by questioning and evaluating what is heard
- 9.1b:** Express and explain information on less familiar/more complex topics to a known and less well-known audience, structuring points clearly in order of importance
- 9.1c:** Offer well-judged and pertinent contributions to group discussions and debates, drawing others in and offering a new perspective or suggesting a solution to a problem
- 9.1d:** Read aloud with skill and subtlety, taking part in plays and other drama activities, adapting voice and other techniques, with authority and sensitivity, to create particular effects
- 9.1e:** Use and adapt a range of linguistic features, using sustained Standard English when appropriate, with the degree of formality suited to purpose and audience
- 9.1f:** Use a range of appropriate Tier 3 vocabulary, including linguistic and literary terminology, precisely and confidently when discussing reading, writing and speaking and listening
- 9.3a:** Discuss and analyse a wide range of both independent and shared reading, with confidence and insight
- 9.3b:** Re-read books to increase familiarity with them and to enable comparisons between different texts
- 9.4a:** Develop interpretations of texts, using inference and deduction, teasing out meanings and making connections between insights
- 9.4b:** Analyse in depth the ways texts can reflect the social, cultural and historical contexts in which they were written
- 9.4c:** Collate, synthesize and evaluate information and ideas from a range of texts, analysing how writers develop and explore ideas, themes and purposes in a variety of related texts

- 9.4d:** Discuss the meaning and impact of the vocabulary used in a wide range of texts, drawing on the most appropriate strategies to interpret unfamiliar words, including context and the use of dictionaries
- 9.4e:** Continue to expand vocabulary, embracing new words, exploring their origins, links to other words and showing awareness of how meanings may change over time
- 9.4f:** Evaluate the significance of specific structural, organizational and presentational choices in a range of texts, and how they are used to manipulate the reader
- 9.4g:** Analyse in some detail how writers use a range of linguistic features and grammatical features deliberately to create effects and elicit a particular response
- 9.4h:** Evaluate setting, plot and characterization in a range of texts, and the effects of these
- 9.4i:** Compare and contrast texts in the same form, on the same topic or with the same theme, making detailed, analytical comments
- 9.4j:** Examine how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- 9.4k:** Evaluate a wide range of poetic forms and conventions, and understand how these have been used to create effects and elicit a particular response
- 9.5a:** Increase proficiency in spelling by checking own work, revising the spelling of common tricky words and identify new words with unusual spelling
- 9.5b:** Explain how grammatical features are selected and deliberately deployed to convey ideas, create cohesion and impact in different texts
- 9.5c:** Write fluently and sustain Standard English in a wide variety of texts and contexts, and for a range of purposes and audiences, knowing when to use non-Standard English for particular effect
- 9.5d:** Write with grammatical accuracy and flexibility, articulating reasons for their choices and linking them with purpose and effect
- 9.5e:** Revise full range of punctuation and show understanding of how it can create different effects and clarify meaning for the reader
- 9.6a:** Plan their writing by identifying the most suitable planning technique for a specific writing task, and organize ideas and structure accordingly in note form
- 9.6b:** Draw on the organization, purpose and presentational devices of a wide range of complex texts as a model for their own writing and adapt conventions to suit their purpose, as appropriate
- 9.6c:** Identify the audience for, and purpose of, the writing, considering how their writing should be organized appropriately for the needs of the reader, showing some adaptation of style and register to different forms
- 9.6d:** Skilfully control and organize information and ideas, using a range of devices to position the reader
- 9.6e:** Use and adapt literary and rhetorical devices, learned from their reading, to enhance the impact of their writing
- 9.6f:** Confidently adapt style for a wide range of complex purposes and show a sophisticated understanding of the needs for their audience
- 9.6g:** Use a varied range of vocabulary to create effects, including appropriate Tier 2 and Tier 3 vocabulary confidently and precisely
- 9.6h:** Consider how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register
- 9.6i:** Amend the vocabulary, grammar and structure of their writing to improve its coherence, accuracy and overall effectiveness

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

9.1a: *Listen thoughtfully and perceptively to others, Extending their own understanding by questioning and evaluating what is heard*

- Developing:** The student listens thoughtfully and attentively, Extending their own understanding by asking considered and relevant questions.
- Secure:** The student listens thoughtfully and perceptively, Extending their own understanding by questioning and evaluating what they have heard.
- Extending:** The student follows the conventions of different types of oral communication, Extending their own understanding by questioning, summarizing and evaluating what they have heard.

9.1b: *Express and explain information on less familiar/more complex topics to a known and less well-known audience, structuring points clearly in order of importance*

- Developing:** The student explains and explores information, clearly structuring ideas and using language appropriately for the task, purpose and audience.
- Secure:** The student explains and explores information on less familiar/more complex topics, clearly and logically structuring ideas and using language appropriately for the task, purpose and audience.
- Extending:** The student explores a range of complex and unfamiliar topics, structuring ideas clearly and logically, and using vocabulary, grammatical constructions and rhetorical techniques selectively, to vary language appropriately for the task, purpose and audience.

9.1c: *Offer well-judged and pertinent contributions to group discussions and debates, drawing others in and offering a new perspective or suggesting a solution to a problem*

- Developing:** The student makes some developed contributions to discussions and debates, building on others’ points and sometimes drawing ideas together, or posing questions.
- Secure** The student’s sustained contributions to discussions and debates show recognition of key ideas, and an ability to summarize and sometimes shape or direct discussion in a helpful way.
- Extending:** The student’s sustained and considered contributions to discussions and debates demonstrate an ability to develop key ideas, identify and summarize important ideas and draw others in to complete the task effectively.

9.1d: *Read aloud with skill and subtlety, taking part in plays and other drama activities, adapting voice and other techniques, with authority and sensitivity, to create particular effects*

- Developing:** The student sustains insight into characters, relationships and situations in play reading and other drama activities, through use of a range of different voices and actions.
- Secure:** The student demonstrates some examination of characters, relationships and themes in play reading and other drama activities, through the use of a range of appropriately chosen voices and actions.
- Extending:** The student explores relationships and themes with some confidence in play reading and other drama activities, through the use of a range of appropriately chosen and adapted voices and actions.

9.1e: *Use and adapt a range of linguistic features, using sustained Standard English when appropriate, with the degree of formality suited to purpose and audience*

- Developing:** The student uses Standard English, almost always appropriately to purpose and audience and there is some comment on conventions of the features of oral communication.
- Secure:** The student uses Standard English appropriately, when relevant, and there is some understanding of conventions or features of oral communication, using some appropriate terminology.
- Extending:** The student uses Standard English appropriately and consistently, when relevant, and conventions or features of oral communication are clearly explained, using some appropriate terminology.

9.1f: *Use a range of appropriate Tier 3 vocabulary, including linguistic and literary terminology, precisely and confidently when discussing reading, writing and speaking and listening*

- Developing:** The student uses Tier 3 vocabulary in a range of contexts.
- Secure:** The student uses a range of appropriate Tier 3 vocabulary, including some linguistic and literary terminology, when discussing reading, writing and speaking and listening.
- Extending:** The student uses a range of appropriate Tier 3 vocabulary, including linguistic and literary terminology, precisely and confidently when discussing reading, writing and speaking and listening.

9.3a: *Discuss and analyse a wide range of both independent and shared reading, with confidence and insight*

- Developing:** The student comments on the success – or otherwise – of a text in achieving the writer’s intention, referring to both structure and language choices.
- Secure:** The student considers the effects of texts on different readers and expresses critical personal opinions, justifying comments with developed reasons.
- Extending:** The student explores how texts are shaped by readers’ preferences and opinions, presenting well-developed and informed critical comments, supported by well-argued reasons.

9.3b: *Re-read books to increase familiarity with them and to enable comparisons between different texts*

- Developing:** The student shows knowledge of the main forms, conventions and features of different texts.
- Secure:** The student has a secure understanding of the main forms, conventions and features of different texts, with some awareness of how these can be adapted for impact.
- Extending:** The student analyses how different forms and conventions can be adapted to create particular effects in a range of different texts.

9.4a: *Develop interpretations of texts, using inference and deduction, teasing out meanings and making connections between insights*

- Developing:** The student uses inference to develop interpretation of texts, exploring ideas and beginning to make connections.
- Secure:** The student’s interpretations of texts are detailed and based on close and careful reading, developing ideas and drawing out connections.
- Extending:** The student’s coherent interpretation of texts is developed, based on astute and detailed reading, demonstrating insight.

9.4b: *Analyse in depth the ways texts can reflect the social, cultural and historical contexts in which they were written*

- Developing:** The student analyses historical, social and cultural contexts to enhance their understanding of a text.
- Secure:** The student explores how a writer’s choice of language can help to evoke a historical period or social context.
- Extending:** The student analyses and compares historical, social and cultural contexts to enhance their understanding of texts and contrast them.

9.4c: *Collate, synthesize and evaluate information and ideas from a range of texts, analysing how writers develop and explore ideas, themes and purposes in a variety of related texts*

- Developing:** The student summarizes and collates information from different points and key ideas from a range of texts.
- Secure:** The student synthesizes and evaluates information from different points and key ideas from different points in a text and across a range of texts, using quotations and text references to support ideas.
- Extending:** The student synthesizes and evaluates information from different points and key ideas from different points in a text and across a range of texts, incorporating precisely selected quotations/detailed evidence from texts to support and develop arguments/critical analysis.

- 9.4d:** *Discuss the meaning and impact of the vocabulary used in a wide range of texts, drawing on the most appropriate strategies to interpret unfamiliar words, including context and the use of dictionaries*
- Developing:** The student can increase awareness of nuances associated with particular words.
- Secure:** The student continues to expand vocabulary, embracing new words, exploring their origins, and showing awareness of shades of meaning.
- Extending:** The student explores the effect of unusual or sophisticated word choice in a text, showing awareness of how alternative word choice might change the reader’s response.

- 9.4e:** *Continue to expand vocabulary, embracing new words, exploring their origins, links to other words and showing awareness of how meanings may change over time*
- Developing:** The student can expand their vocabulary, by providing clear and precise explanations of ambitious words using a range of strategies, including dictionaries and electronic methods, to interpret unfamiliar words.
- Secure:** The student can expand their vocabulary, exploring nuances of meaning, including how meanings change over time, using a range of strategies and relating to known vocabulary and knowledge of word origins, to interpret unfamiliar words.
- Extending:** Some consideration of the impact of the choice of vocabulary across different texts is demonstrated, drawing on a wide range of strategies to interpret unfamiliar words.

- 9.4f:** *Evaluate the significance of specific structural, organizational and presentational choices in a range of texts, and how they are used to manipulate the reader*
- Developing:** The student explores and considers the effects of texts on readers, and personal, critical opinions show evidence of some development.
- Secure:** The student discusses how texts are shaped by readers’ responses and critical, personal opinions are developed, supported by sound reasons.
- Extending:** The student evaluates how texts are shaped by readers’ responses and develops critical opinions, supported by well-argued reasons.

- 9.4g:** *Analyse in some detail how writers use a range of linguistic features and grammatical features deliberately to create effects and elicit a particular response*
- Developing:** The student discusses how linguistic, structural and grammatical features are used in different texts to create effects.
- Secure:** The student analyses how linguistic, structural and grammatical features are used in a range of texts to create specific effects.
- Extending:** The student analyses how linguistic, structural and grammatical features are used in a range of texts to create specific effects, using appropriate terminology.

- 9.4h:** *Evaluate setting, plot and characterization in a range of texts, and the effects of these*
- Developing:** The student recognizes some ways writers create a sense of place, convey characters and employ techniques to move the plot forward.
- Secure:** The student compares and contrasts how different authors create a sense of place, convey characters and employ techniques to move the plot forward, and how effective these techniques are.
- Extending:** The student analyses and compares how different authors create a sense of place, convey characters and employ techniques to move the plot forward, and how effective these techniques are in a range of different texts.

- 9.4i:** *Compare and contrast texts in the same form, on the same topic or with the same theme, making detailed, analytical comments*
- Developing:** The student compares texts in the same form, in terms of how typical features are used and how effective they are.
- Secure:** The student compares texts in the same form, in terms of how typical features are used and how effective they are, making detailed, analytical comments.
- Extending:** The student analyses how different forms, conventions and other features can be adapted in a range of texts to position the reader and create particular effects.

- 9.4j:** *Examine how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play*
- Developing:** The student understands that plays can be interpreted in many different ways on stage and screen.
- Secure:** The student compares different interpretations of a play and discusses how they are similar and how they are different.
- Extending:** The student compares and analyses different interpretations of a play; and discusses how they are similar and how they are different; the student offers and justifies opinions on how effective they are.

- 9.4k:** *Evaluate a wide range of poetic forms and conventions, and understand how these have been used to create effects and elicit a particular response*
- Developing:** The student explores poetic forms and conventions and discusses how these have been used.
- Secure:** The student discusses and evaluates poetic conventions and demonstrates understanding of how these have been used to create effects.
- Extending:** The student discusses and evaluates poetic conventions and demonstrates understanding of how these have been used to create effects and elicit a response.

- 9.5a:** *Increase proficiency in spelling by checking own work, revising the spelling of common tricky words and identify new words with unusual spelling*
- Developing:** The student’s spelling is almost always correct, though there may be errors in some less common, irregular or commonly misspelled words.
- Secure:** The student’s spelling is correct with only occasional errors in irregular or unusual words.
- Extending:** The student’s spelling is correct, with errors untypical or evident only in very unusual words.

9.5b: Explain how grammatical features are selected and deliberately deployed to convey ideas, create cohesion and impact in different texts

- Developing:** The student uses a range of vocabulary, grammatical constructions and rhetorical techniques, with some skill, appropriate to topic, purpose and audience.
- Secure:** The student uses a range of vocabulary, grammatical constructions and rhetorical techniques, selectively, to vary language appropriately for the task, purpose and audience.
- Extending:** The student explains how a range of vocabulary, grammatical constructions and rhetorical techniques can be used skilfully to convey ideas, create cohesion and impact.

9.5c: Write fluently and sustain Standard English in a wide variety of texts and contexts, and for a range of purposes and audiences, knowing when to use non-Standard English for particular effect

- Developing:** The student uses Standard English almost always appropriately to purpose and audience in their writing, in a wide variety of texts and contexts.
- Secure:** The student uses Standard English appropriately, when relevant in their writing, in a wide variety of texts and contexts.
- Extending:** The student uses Standard English appropriately and consistently when relevant in their writing, in a wide variety of texts and contexts.

9.5d: Write with grammatical accuracy and flexibility, articulating reasons for their choices and linking them with purpose and effect

- Developing:** The student uses a range of sentence structures, almost always securely, with some adaptation to the purpose of the task.
- Secure:** The student chooses and adapts sentence structures to meet the requirements of the task.
- Extending:** The student uses syntax with some skill to create particular effects.

9.5e: Revise full range of punctuation and show understanding of how it can create different effects and clarify meaning for the reader

- Developing:** The student uses a range of punctuation with precision and accuracy to create effects; errors are rare or untypical.
- Secure:** The student uses the full range of punctuation skilfully and precisely, recognizing and avoiding common errors in punctuation, for example, comma splicing.
- Extending:** The student uses the full range of punctuation skilfully and precisely, including for sub-division, effect, listing, direct speech, parenthesis, and so on., recognizing and avoiding common errors in punctuation, for example, comma splicing.

9.6a: Plan their writing by identifying the most suitable planning technique for a specific writing task, and organize ideas and structure accordingly in note form

- Developing:** The student selects appropriate planning techniques for organizing and recording their ideas prior to writing.
- Secure:** The student selects appropriate planning techniques for organizing and recording their ideas prior to writing (plans should help structure text as well as note ideas for inclusion).
- Extending:** The student identifies the most suitable planning technique for a specific writing task and organizes ideas and structure accordingly in note form.

9.6b: Draw on the organization, purpose and presentational devices of a wide range complex texts as a model for their own writing and adapt conventions to suit their purpose, as appropriate

- Developing:** The student selects appropriate elements from the organization, purpose and presentational devices of a wide range of complex texts and uses them in their own writing.
- Secure:** The student selects appropriate elements from the organization, purpose and presentational devices of a wide range of complex texts for their own writing, adapting them as necessary.
- Extending:** The student adapts elements from the organization, purpose and presentational devices of a wide range of complex texts in their own writing, and to suit their purpose and audience.

9.6c: Identify the audience for, and purpose of, the writing, considering how their writing should be organized appropriately for the needs of the reader, showing some adaptation of style and register to different forms

- Developing:** The student adapts the form to suit the purpose of the writing, showing familiarity with a range of conventions.
- Secure:** The student adapts form, across a range of texts, to meet the purpose of the writing, drawing on a range of conventions.
- Extending:** The student uses imaginative and skilful adaptation of form and style to address a range of purposes and create impact on the reader, across a range of texts.

9.6d: Skilfully control and organize information and ideas, using a range of devices to position the reader

- Developing:** The student controls the structure, with paragraphs used to position the reader.
- Secure:** The student skilfully controls and organizes information and ideas, with a range of devices used to position the reader.
- Extending:** The student flexibly and adroitly deploys structure and organizational devices to fulfil the purpose of the writing and position the reader.

9.6e: Use and adapt literary and rhetorical devices, learned from their reading, to enhance the impact of their writing

- Developing:** The student uses a range of literacy devices and stylistic features, mostly appropriately, to support the purpose of the writing.
- Secure:** The student uses a range of literary and rhetorical devices from their writing to enhance the impact of their writing.
- Extending:** The student uses and adapts a range of literary and rhetorical devices from their writing to enhance the impact of their writing.

9.6f: Confidently adapt style for a wide range of complex purposes and show a sophisticated understanding of the needs for their audience

- Developing:** The student’s chosen style is mostly sustained throughout the writing, appropriate to purpose, audience and level of formality.
- Secure:** The student uses a range of styles consistently, including formal and informal, appropriate to purpose and audience.
- Extending:** The student uses a range of stylistic features within a deliberately chosen style to create particular impact for purpose and audience.

9.6g: *Use a varied range of vocabulary to create effects, including appropriate Tier 2 and Tier 3 vocabulary confidently and precisely*

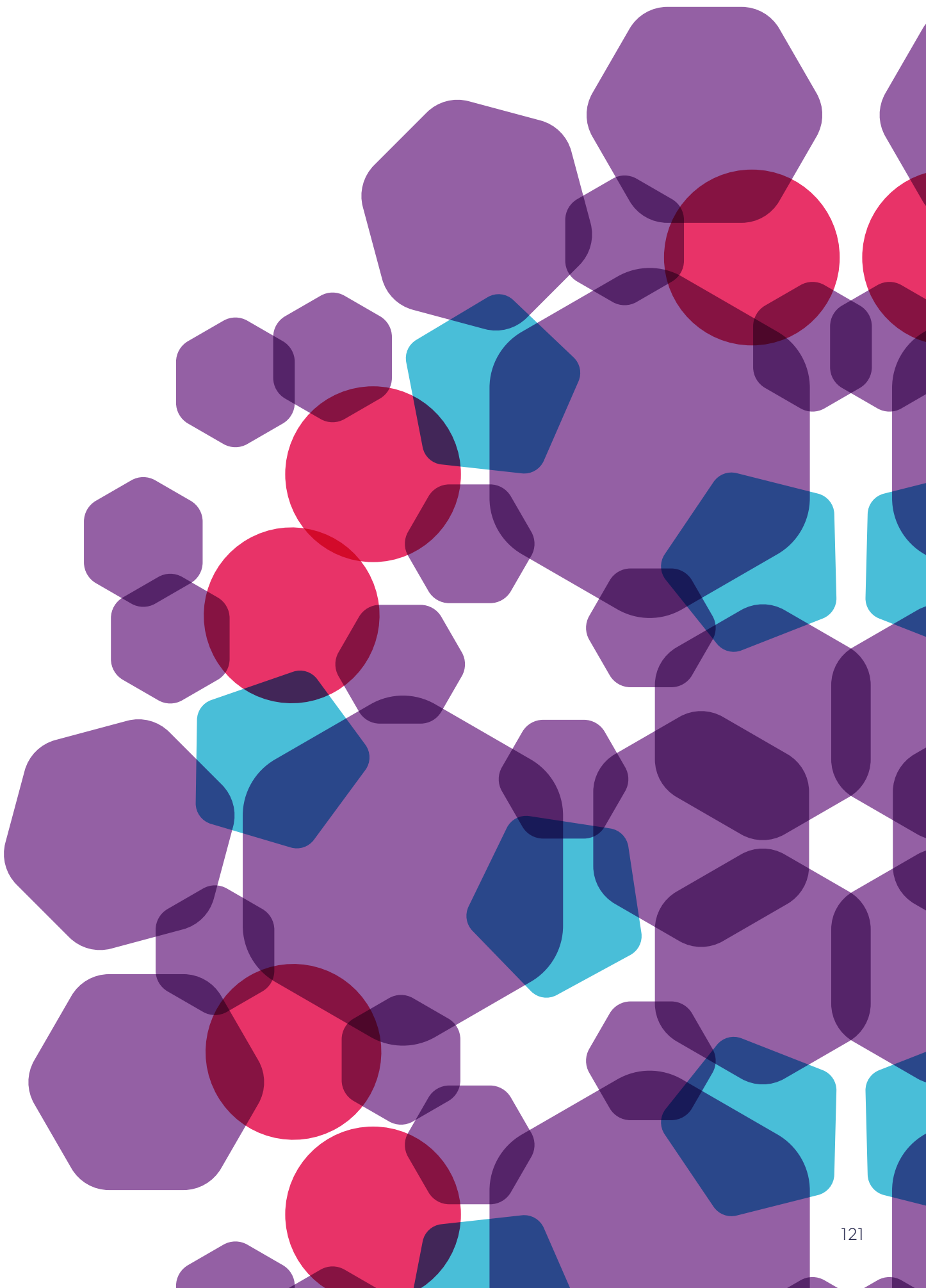
- Developing:** The student chooses varied and ambitious vocabulary, and selects it to fulfil the purpose of a task.
- Secure:** The student uses a wide, ambitious and imaginative vocabulary across a range of texts with precision.
- Extending:** The student's use of vocabulary is ambitious, judicious and sometimes surprising.

9.6h: *Consider how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register*

- Developing:** The student discusses how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register.
- Secure:** The student assesses how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register.
- Extending:** The student assesses how their writing reflects the audiences and purposes for which it was intended in terms of structure, form and register, and whether linguistic and stylistic features could be used to greater effect.

9.6i: *Amend the vocabulary, grammar and structure of their writing to improve its coherence, accuracy and overall effectiveness*

- Developing:** The student considers how the vocabulary, grammar and structure for their writing is used and how it contributes to the overall effectiveness.
- Secure:** The student amends the vocabulary, grammar and structure of their writing to improve its coherence, accuracy and overall effectiveness.
- Extending:** The student assesses the vocabulary, grammar and structure of their writing to ensure it is appropriate for audience and purpose and to improve its coherence, accuracy, effectiveness and impact.



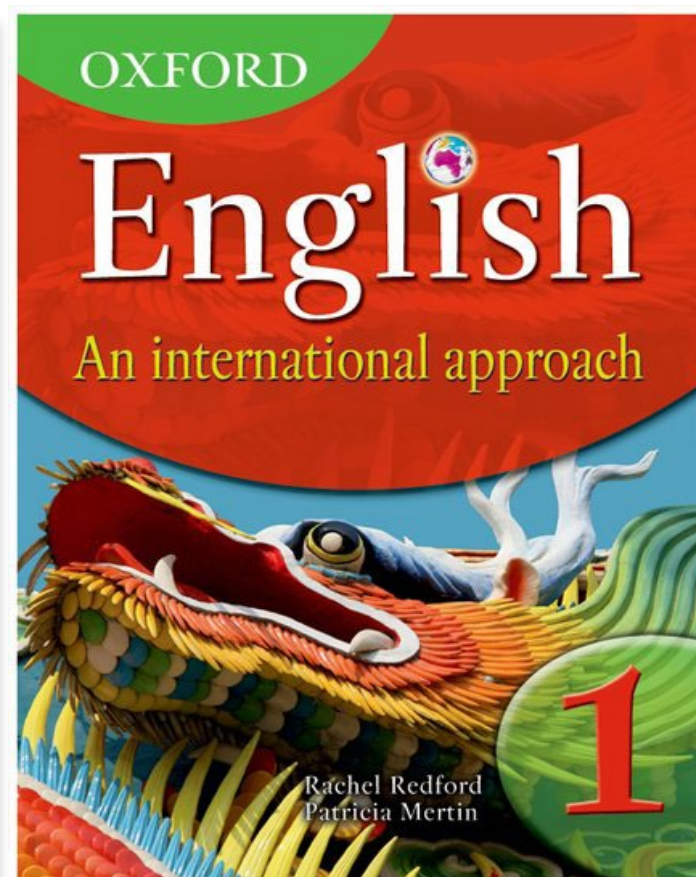
Resources

The Oxford International Curriculum for English has been devised to complement specific Oxford University Press resources. We recommend that schools following the Oxford International Curriculum for English use the *Oxford International Primary English* series at primary level, supported by a synthetic phonics teaching programme such as *Floppy's Phonics*. We recommend *Oxford English: An International Approach* at lower secondary level.

Oxford International Primary English

Oxford English: An International Approach

Together, these series provide a complete and integrated nine-year (Years 1–9) English course.



Oxford International Primary English

- A structured language and literacy course with an international approach
- Thematic units build around age appropriate fiction and non-fiction texts from around the world, offering good links to the Global Skills Projects and Wellbeing curricula
- Workbooks available to provide language practice
- Activity books for use in conjunction with the Student Anthology at levels 1 and 2

Oxford English: An International Approach

- A diverse mix of international texts that strengthen the four language skills
- Thematically arranged chapters contain a range of text types from sources around the world, supporting the delivery of the Global Skills Projects and Wellbeing curricula
- Support for students with English as an additional language, including word pools to help acquire new vocabulary
- Inbuilt grammar and language practice

Using the resources with the Oxford International Curriculum

The recommended student books can be used alongside the Oxford International Curriculum for English schemes of work and lesson plans. Lesson plans signpost relevant pages in the student book, as well as directing teachers towards appropriate activities in the workbooks, where relevant.

To learn more about these resources, please see:

www.oxfordprimary.com/international-english

www.oxfordprimary.com/floppysphonics

www.oxfordsecondary.com/oeia

Glossary

Assessment framework: a conceptual map indicating how learning outcomes will be assessed, with every learning outcome broken down into ‘developing’, ‘secure’ and ‘extending’ statements

Creative skills: skills that foster students’ innate curiosity and creativity

Curriculum at a glance: a table-format overview providing a snapshot of learning outcomes for every year group

Developing: one of the three assessment statements that make up the assessment framework, this indicates that students are working towards the learning outcome

Differentiation: the creation of varied learning pathways through the curriculum, to enable teaching that caters to the needs of all learners

Emotional intelligence: the ability to understand one’s own feelings and emotions, and also those of others, and regulate them skilfully

End-of-year assessment: tests developed to determine student progress and attainment at the end of each academic year

Enquiry-based learning: an approach to learning which invites students to actively shape their learning journeys, placing problem-solving and real-world applications at the heart of the curriculum

Extending: one of the three assessment statements that make up the assessment framework, this indicates that students are working beyond the learning outcome

Formative assessment: low stakes, continuous assessment for learning, which helps to guide future learning and interventions

Functional literacies: the numerical, digital, and language literacy our students need to succeed in the 21st century

Global Skills Projects: a project-based, interdisciplinary course that seeks to develop thoughtful, innovative change-makers who are equipped with the skills to succeed in a changing world

Growth mindset: a belief that your intelligence and abilities can be developed by embracing challenges, sustaining effort, and trying new strategies – a growth mindset leads to greater motivation and achievement

Interpersonal skills: skills which support lifelong learning, through developing communication, relationship-building and leadership skills

Joy of learning: an approach to teaching and learning focused on wellbeing, which places joy at the heart of the curriculum and develops global skills needed by learners to thrive throughout their lives

Learning outcomes: clear statements which describe what a student is expected to be able to do or understand after a specific period of study

Lesson plans: a programme of study for any given lesson, aligned to specific outcomes within the curriculum

Mindful moments: opportunities for students to refocus their attention on the present moment

Pedagogy: the approach to teaching and learning, guiding the way in which the curriculum is taught to students

Positive education: a combination of academics, character and wellbeing

Process praise: praising how students work, rather than only praising the outcome, for example, praising effort, perseverance, resilience, teamwork and strategies

Project-based learning: an active, enquiry-based pedagogy that allows rich interdisciplinary learning as students engage with real-life scenarios that demonstrate the relevance of skills and theories

Real-life skills: skills which support lifelong learning, including project management, functional literacies and research

Resilience: possessing the inner resources and the ability to withstand and overcome adversity and difficulties

Scheme of work: a week-by-week, lesson-by-lesson plan which details how to deliver the learning outcomes within the curriculum

Secure: one of the three assessment statements that make up the assessment framework – this indicates that students are secure in the learning outcome

Self-development skills: skills which support lifelong learning, including critical thinking, ethics and self-motivation

Spiral approach: the model by which underlying learning themes of the curriculum are revisited each year at higher levels of complexity and depth – the spiral development model reinforces learning and builds on previous achievement

Stretch zone: a visual metaphor to help explain that we learn the most when we do challenging work

Summative assessment: assessment of learning provided to evaluate student progress at the end of a given topic/unit/year

Wellbeing: both a curriculum subject and guiding principle, which supports the practice of healthy habits of body and mind to enhance the lives of teachers and learners, giving them skills that can apply in their lives today and in the future



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