

Year 5 & 6 Upper KS2 Primary Curriculum for English (Draft)



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Reading: Pupils should be taught to

Word Reading:

apply their growing knowledge of root words, prefixes and suffixes, as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

Comprehension:

maintain positive attitudes to reading and understanding of what they read by:

a. continuing to read and discuss an increasingly wide range of fiction, poetry and information books

b. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the English literary heritage, and books from other cultures and traditions

c. discussing similar themes occurring across stories and expressing preferences

d. learning a wider range of poetry by heart

e. preparing poems and play scripts to be read aloud and performed, using appropriate intonation and volume so that the meaning is clear

understand what they read by:

a. building on the skills developed in Years 3 and 4

b. discussing and summarising main ideas and identify key supporting details

discuss how authors use language, including figurative language, in the books they read, and considering the impact on the reader

distinguishing between statements of fact and opinion

retrieve, record and present information from non-fiction by:

a. being clear about the information they have been asked to locate

b. using contents pages and indexes to locate information

c. précis longer passages

d. using notes to present findings in discussion, oral presentations and different types of books or other writing

participate in conversations about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates maintaining a focus on the topic under discussion

ask questions to improve their understanding of what they have read

provide reasoned justifications for their views

Writing - Transcription: Pupils should be taught to

Spelling:

a. use further prefixes and suffixes and understand the guidelines for adding them

b. spell some words with 'silent' letters, e.g. *knight, psalm, solemn*

c. continue to distinguish between homophones and other words which are often confused

d. use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

e. use dictionaries to check spelling and meaning of words

f. use the first three or four letters of a word to look up words in a dictionary to check spelling, meaning or both of these

g. use a thesaurus

Handwriting and presentation:

write legibly, fluently, with increasing speed and personal style by:

a. choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters

b. choosing the writing implement that is best suited for a task (e.g. quick notes, letters)

Writing - Composition: Pupils should be taught to

plan their writing by:

a. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing

b. noting and developing initial ideas, drawing on reading and research where necessary

c. in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to

draft and write by:

a. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

b. in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

c. using a wide range of devices to build cohesion within and across paragraphs

d. using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)

evaluate and edit by:

a. assessing the effectiveness of their own and others' writing

b. proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning

c. ensuring the consistent and correct tense throughout a piece of writing

d. ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

perform their own compositions, using appropriate intonation and volume so that meaning is clear

Grammar and punctuation:

understand how spoken language can be represented in writing by:

a. recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive

b. using the passive voice to affect the presentation of information in a sentence

c. using expanded noun phrases to convey complicated information concisely

d. using modal verbs or adverbs to indicate degrees of possibility

e. using relative clauses beginning with *who, which, where, why* or *whose*

indicate grammatical and other features by:

a. using commas to clarify meaning or avoid ambiguity in writing

b. using hyphens to avoid ambiguity

c. using brackets, dashes or commas to indicate parenthesis

d. using semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma

e. punctuating bullet points consistently

use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading