Hampshire English Team Curriculum Phase Expectations

Version 5: June 2016

Hampshire County Council

Key Reference

	Phase 1
	Phase 2
	Phase 3

Black text National Curriculum statements
Bold/italics National Curriculum statements (NAHT KPI)

Achieving age-related expectations in Year 6 - Writing
Fluency – Clarity – Accuracy – Coherence

The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Non-Statutory Guidance
Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Spelling

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Handwriting

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Composition

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Vocabulary, Grammar and Punctuation

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

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WRITING

Year 6	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Phase 1	• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • *Use dictionaries to check the spelling and meaning of words* • Use a thesaurus • Recognise how words are related by meaning as synonyms and antonyms	• Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task	• Note and develop initial ideas, drawing on reading and research where necessary • *Identify the audience for and purpose of the writing* • *Select the appropriate form and use other similar writing as models for their own* • Evaluate and edit by assessing the effectiveness of their own and others' writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision • *Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter*	• *Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables* • Draft and write by using a wide range of devices to build cohesion within paragraphs • Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis	• Use a wide range of clause structures, sometimes varying their position within the sentence • *Use the passive to affect the presentation of information in a sentence* e.g. *I broke the window in the greenhouse / the window in the greenhouse was broken* • Use the structures typical of informal speech e.g. the use of question tags: *He's your friend, isn't he?* • Use the structures appropriate for formal speech and writing e.g. **subjunctive** forms such as *If I were* or *Were they to come*	• *Proof-read for spelling and punctuation errors* • *Ensure the consistent and correct use of tense throughout a piece of writing* • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Use correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis • *Use a colon to introduce a list* • Use a semi colon within lists • Use semi colons, colons or dashes to mark boundaries between independent clauses • Use hyphens to avoid ambiguity
Phase 2	• Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with 'silent' letters		• *In narratives, describe settings, characters and atmosphere* • Integrate dialogue to convey character and advance the action • Use figurative language such as similes, alliteration, metaphors and personification in a range of writing • Selects verb forms for meaning and effect e.g. deliberate change of tense			• Use the perfect form of verbs to mark relationships of time and cause • *Use modal verbs or adverbs to indicate degrees of possibility* • *Punctuate bullet points consistently*
Phase 3	• Continue to distinguish between homophones and other words which are often confused		• Manage shifts in levels of formality within a text • Select synonyms accurately for effect rather than as an alternative for an original word			• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: *subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points*