



# HEACHAM JUNIOR SCHOOL / SNETTISHAM PRIMARY SCHOOL

## OUR RICH, PROGRESSIVE KS2 CURRICULUM

Curriculum Subject and colour code	<p style="text-align: center;"><b>Reading</b></p> 	<p style="text-align: center;"><b>Writing</b></p> 	<p style="text-align: center;"><b>GPS</b></p> 	<p style="text-align: center;"><b>Speaking and Listening</b></p> 
	<p>Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.</p>	<p>Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.</p>	<p>Pupils should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use.</p>	<p>Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas.</p>
Characteristic Of Effective Learning	<p style="text-align: center;"><b>Metacognition and Critical Thinking</b></p> <p style="text-align: center;">Be Ready</p> <p style="text-align: center;">Be Reflective</p> <p style="text-align: center;">Be Collaborative</p>	<p style="text-align: center;"><b>Engagement, enjoyment and Exploration</b></p> <p style="text-align: center;">Be Reflective</p> <p style="text-align: center;">Be Positive</p>	<p style="text-align: center;"><b>Engagement and Enjoyment</b></p> <p style="text-align: center;">Be Resilient</p> <p style="text-align: center;">Be Happy</p>	<p style="text-align: center;"><b>Motivation, Attention and Self Esteem</b></p> <p style="text-align: center;">Be Articulate</p> <p style="text-align: center;">Be Collaborative</p>

**Reading  
Lower KS2**

**Year 3  
Pupils should be taught:**

Word Reading:

- Apply their growing knowledge of root words, prefixes and suffixes (see English Curriculum appendix 1) both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

**Year 4  
Pupils should be taught:**

Word Reading:

- Apply their growing knowledge of root words, prefixes and suffixes (see English Curriculum appendix 1) both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

Year 3 Reading Strategies:

Clarifying:

- Discuss their understanding and explaining meaning of words in context by rereading, reading to find clues, visualising, looking for parts of the word that they know, using knowledge of prefixes and suffixes

Evaluating:

- Identify how language, structure and presentation contributes to meaning
- Talk about the impact of what the poet or writer has written
- Evaluate how good a text is at creating a picture in your mind

Inference:

- Using clues to work out what is going on or information about a character
- Identify the underlying message in the story or key theme
- Begin to think about how the context of the text may affect its meaning eg. historical, cultural
- Use clues to make inferences about the setting

Making Connection:

- Connect with what they read by thinking about other texts, the world or themselves
- Compare similar stories and themes
- Compare books by the same author

Prediction:

- Make plausible predictions based on the text
- Justify and explain predictions using the text
- Use structure and organisation of the text to make predictions

Questioning:

- Ask questions to improve their understanding of a text
- Ask questions to clarify meaning

Year 4 Reading Strategies:

Clarifying:

- Discuss their understanding and explaining meaning of words in context by rereading, reading to find clues, visualising, looking for parts of the word that they know, using knowledge of prefixes and suffixes

Evaluating:

- Identify how language, structure and presentation contributes to meaning
- Talk about the impact of what the poet or writer has written
- Evaluate the effectiveness of description and figurative language that the author has used
- Evaluate the presentation of non-fiction information

Inference:

- Using clues to work out what is going on or information about a character and the relationships they have in a story
- Identify the underlying message in the story or key theme
- Begin to think about how the context of the text may affect its meaning eg. historical, cultural
- Use clues to make inferences about the setting and back inferences up with evidence from the text
- Begin to infer the writer's viewpoint

Making Connection:

- Connect with what they read by thinking about other texts, the world or themselves
- Compare similar stories and themes and link this to the plot of a story
- Compare books by the same author
- Use grammatical terminology to make connections with different text types

Prediction:

- Make plausible predictions based on the text and take part in debates about these predictions
- Justify and explain predictions using the text from one or multiple points
- Use structure and organisation of the text to make predictions
- Predict from details stated or implied

Questioning:

- Ask questions to improve their understanding of a text and use a variety of question types
- Ask questions to clarify meaning
- Ask retrieval questions

**COEL links – Copper**

- \*I ask more focused questions about the learning task, clarify the purpose and what needs to be done.
- \*I feel happy to seek help from other people.
- \*I show curiosity and confidence when approaching new tasks and challenges.
- \*I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising.

**COEL – Titanium**

- \*I persist with tasks asking for help from others and finding resources to help me so that I don't sit being stuck.
- \*I make connections with others to talk about events and learning.
- \*I understand more than one point of view. I can examine my options and weigh up pros and cons.

**COEL – Rose Gold**

- \*I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious \*
- \*I value other people's ideas.
- \* I can discriminate between fact and opinion and question the reliability of evidence. I will explain and justify methods, opinions and conclusions.

## Reading Upper KS2

### Year 5 Pupils should be taught:

#### Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

#### Comprehension:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions 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 and using notes where necessary
- provide reasoned justifications for their views.

### Year 6 Pupils should be taught:

#### Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

#### Comprehension:

- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions 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 and using notes where necessary
- provide reasoned justifications for their views.

Year 5 Reading Strategies:

Clarifying:

- Discuss their understanding and explaining meaning of words in context by rereading, reading to find clues, visualising, looking for parts of the word that they know, using knowledge of prefixes and suffixes
- Check the meanings of words by exploring them in context

Evaluating:

- Identify how language, structure and presentation contributes to meaning
- Precisely explain why authors have used particular language
- Identify figurative language and explain its impact on the text
- Evaluate the presentation of non-fiction informatio

Inference:

- Draw inferences (characters’ feelings, thoughts and motives) from actions and justify inferences with evidence
- Identify the underlying message in the story or key theme
- Understand how the context of the text may affect its meaning eg. historical, cultural
- Use clues to make inferences about the setting and back inferences up with evidence from the text
- Infer point of view

Making Connection:

- Connect with what they read by thinking about other texts, the world or themselves
- Compare similar stories, authors and themes and link this to the plot of a story
- Use terminology of text-type to make links
- Compare characters within and across texts

Prediction:

- Make plausible predictions based on the text and take part in debates about these predictions
- Justify and explain predictions using the text from one or multiple points
- Make predictions and make links to other texts when justifying
- Use structure, organisation and grammar of the text to make predictions
- Predict from details stated or implied

Questioning:

- Ask questions to improve their understanding of a text and use a variety of formats
- Ask questions to clarify meaning
- Ask questions using inference skills
- Ask higher order questions to challenge themselves and peers when reading

Year 6 Reading Strategies:

Clarifying:

- Discuss their understanding and explaining meaning of words in context by rereading, reading to find clues, visualising, looking for parts of the word that they know, using knowledge of prefixes and suffixes
- Check the meanings of words by exploring them in context

Evaluating:

- Identify how language, structure and presentation contributes to meaning
- Precisely explain why authors have used particular language in particular places
- Identify figurative language and explain its impact on the text
- (Evaluate how successful texts are in conveying a particular mood)
- Evaluate the presentation of non-fiction information

Inference:

- Draw inferences (characters’ feelings, thoughts and motives) from actions and justify inferences with evidence, using quotes and explaining these in detail
- Understand how the context of the text may affect its meaning eg. historical, cultural
- Use clues to make inferences about the setting and back inferences up with evidence from the text
- Infer point of view and authorial intent and identify the theme
- Suggest different ways of interpreting the text

Making Connection:

- Connect with what they read by thinking about other texts, the world or themselves
- Compare similar stories, authors and themes and link this to the plot of a story
- Use terminology of text-type to make links
- Compare the language within a book
- Compare characters within and across texts

Prediction:

- Make plausible predictions based on the text and take part in debates about these predictions
- Justify and explain predictions using the text from one or multiple points
- Make predictions and make links to other texts when justifying
- Use structure, organisation and grammar of the text to make predictions
- Predict from details stated or implied

Questioning:

- Ask questions to improve their understanding of a text and use a variety of formats
- Ask questions to clarify meaning
- Ask questions using inference and evaluation skills
- Ask higher order questions to challenge themselves and peers when reading

**COEL links – Copper**

- \*I ask more focused questions about the learning task, clarify the purpose and what needs to be done.
- \*I feel happy to seek help from other people.
- \*I show curiosity and confidence when approaching new tasks and challenges.
- \*I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising.
- \*I can recognise the differences between why, what, where, when, and how questions.

**COEL – Titanium**

- \*I persist with tasks asking for help from others and finding resources to help me so that I don’t sit being stuck.
- \*I make connections with others to talk about events and learning.
- \*I understand more than one point of view. I can examine my options and weigh up pros and cons.

**COEL – Rose Gold**

- \*I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious
- \*I know that mistakes and misconceptions are good for me – I am happy to grapple and try again if things are difficult and I will talk to others about it.
- \*I value other people’s ideas.
- \*I can discriminate between fact and opinion and question the reliability of evidence. I will explain and justify methods, opinions and conclusions.

## Writing Lower KS2

### From the National Curriculum:

#### Presentation:

- 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
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

#### Composition:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 3 Writing Criteria:

Composition and Effect:

- Can write effectively and coherently using a given genre for different purposes (formal/informal)
- Beginning to make writing lively and interesting
- Beginning to use paragraphs
- Adapts chosen form for the reader (e.g. brackets for asides)
- Characters are developed (e.g. using sentence of three: The rainbow dragon was covered with many different coloured scales, had enormous, red eyes and swam on the surface of the water.)
- Attempts to give opinion, interest or humour through detail
- Some use of interesting and ambitious vocabulary
- Uses adjectives and adverbs for description
- Writing is structured and organised (letter/report/dialogue structure) with the beginning, middle and ending usually signalled
- Uses sequences of sentences to extend ideas logically
- Uses subordinate/relative clauses to develop compound/complex sentences

Grammar, Punctuation and Spelling:

Uses modal verbs (must, shall, will, would, could, should, may and might etc)

- Can link and relate events using time connectives (afterwards, first, eventually)
- Uses co-ordination (e.g. so/or/and/but/for/nor/yet) and subordination (e.g., when/if/that/because/until/although) to join clauses
- Nouns and verbs generally agree
- Uses pronouns to avoid repetition of nouns
- Capital letters and full stops mostly accurate
- Uses a range of punctuation taught at lower key stage 2 mostly accurately

Question marks

Exclamation marks

Commas in lists

Apostrophe for contraction

Inverted commas

- Can spell phonetically regular or familiar polysyllabic words accurately
- Spell correctly some words from the year 3/4 NC spelling list

Presentation:

- Handwriting is neat, legible and is sometimes joined

Year 4 Writing Criteria:

Composition and Effect:

- Can write effectively in a lively and coherent style using a range of chosen forms for different purposes (formal/informal)
- Ideas are organized for both purpose and reader in creative and interesting ways (e.g. captions, bullets, chapters, etc.)
- Paragraphs are organised around a theme
- Uses simple explanation, opinion, justification and deduction to produce thoughtful and considered writing
- Move a piece of writing forward by selecting interesting strategies (e.g.: asides, characterization, dialogue etc.)
- Ideas are developed in creative and interesting ways
- Uses interesting and ambitious vocabulary for effect
- Uses a range of sentence starts for impact and interest (eg. -'ed' clauses as starters / expanded -'ing' clauses as starters)
- Securely uses subordinate/relative clauses to develop compound/complex sentences and vary their position within a sentence

Grammar, Punctuation and Spelling:

- Uses a range of punctuation taught at lower key stage 2 almost always accurately (consolidate year 3 list):

apostrophe for omission

commas to mark clauses

commas to mark fronted adverbials

- Can use apostrophes for singular and plural possession almost always accurately
- Beginning to use full punctuation for direct speech (Each new speaker on a new line, comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella)
- Verb endings (including inflections) used accurately (eg. lie - lying: words ending in 'ie' change to 'y' when adding 'ing')
- Use pronouns or nouns within a sentence to avoid ambiguity and repetition
- Begin to use prepositions
- Uses a range of adjectives and adverbs to develop action and description (eg. sentence of three, dialogue + verb + adverb)
- Uses links to show time and cause, using more sophisticated connectives (eg. despite, although, however, eventually, nevertheless, as a result of)
- Can spell phonetically regular or familiar polysyllabic words accurately and most of the Year 3/4 HF and NC words

Presentation:

- Handwriting is neat, legible and usually maintaining a joined style

**COEL links – Copper**

\*I ask more focused questions about the learning task, clarify the purpose and what needs to be done.

\*I feel happy to seek help from other people.

\*I show curiosity and confidence when approaching new tasks and challenges.

**COEL – Titanium**

\*I persist with tasks asking for help from others and finding resources to help me so that I don't sit being stuck.

\*I make connections with others to talk about events and learning.

\*I can talk about myself and feel happy- my strengths and skills - with pride and I do not dwell on my weaknesses

**COEL – Rose Gold**

\*I know that mistakes and misconceptions are good for me – I am happy to grapple and try again if things are difficult and I will talk to others about it.

\*I value other people's ideas.

\* I know when I experience difficulties that I can talk to someone to help me resolve them – I know that no one is perfect

\* I am willing to help others with their learning. I understand and have learned to respond to their feedback



## Writing Upper KS2

### From the National Curriculum:

#### Presentation:

- 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
- choosing the writing implement that is best suited for a task.

#### Composition:

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- 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

Year 5 Writing Criteria:

Composition and Effect:

- Writes effectively choosing the correct genre for a range of purposes and audiences (e.g. explanations, instructions, persuasion and discussion with a range of appropriate features)
- Can select language that shows a good awareness of the reader
- Uses paragraphs to organise ideas
- In non-narrative writing, use simple devices to structure the layout of the writing and support the reader (e.g. headings, sub-headings, underlining)
- In narratives describe settings and characters and create suspense
- Begin to integrate action and dialogue in narratives
- Select vocabulary from a wide range of known imaginative and ambitious vocabulary and use precisely
- Can use literary features to create effect (eg. alliteration, personification, onomatopoeia, figurative language, dialect, metaphor, simile, etc.)
- Introductions and conclusions created for impact or effect to draw reader in or leave them wanting more (eg. opinions, summary, justification, comment, suspense or prediction)
- Uses varied sentence lengths and word order to sustain interest (eg. openings, closings, short sentences for impact)
- Chooses and use informal and formal language appropriately

Grammar, Punctuation and Spelling:

- Uses devices to build cohesion (e.g. conjunctions, adverbials, pronouns) within and across paragraphs
- Uses verb tenses mostly consistently and accurately
- Uses a range of sentence structures (compound and develop the use of complex)
- Uses a range of verbs forms (eg. progressive, modal verbs)
- Is beginning to use relative clauses beginning with *who, when, which, that, where or whose*.
- Uses capital letters, full stops, question marks, commas for lists, colons for instructions and apostrophes for contraction mostly correctly
- Use the range of punctuation taught at key stage 2 mostly correctly
  - full punctuation for direct speech
  - commas for clarity
  - apostrophe for possession
  - exclamation marks
  - bullet points
- Use a further range of punctuation
  - punctuation for parenthesis
  - brackets
  - dashes
- Spell correctly most words from the year 3 / year 4 spelling list
- Spell some words from the year 5 / year 6 spelling list

Presentation:

- Write neatly and legibly

Year 6 Writing Assessment based on the Norfolk 'working at' criteria:

Composition and Effect:

- use paragraphs to organise ideas
- in narratives, describe settings, characters and atmosphere
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- integrate dialogue in narratives to convey character and advance the action

Grammar, Punctuation and Spelling:

- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly:
  - inverted commas
  - commas for clarity
  - punctuation for parenthesis
  - semi- colons
  - dashes
  - hyphens
  - colons
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Presentation:

- maintain legibility in joined handwriting when writing at speed.

**COEL links – Copper**

- \*I ask more focused questions about the learning task, clarify the purpose and what needs to be done.
- \*I feel happy to seek help from other people.
- \*I show curiosity and confidence when approaching new tasks and challenges.

**COEL – Titanium**

- \*I am able to adapt my behaviour and use my language skills to suit and describe different situations
- \*I use a wider range of vocabulary and grammar than previously with words collected from my experiences and reading.

**COEL – Rose Gold**

- \*I know that mistakes and misconceptions are good for me – I am happy to grapple and try again if things are difficult and I will talk to others about it.
- \*I value other people's ideas.
- \*I am mindful of using correct spoken English and check own language to amend it in more formal situations

## GPS – Grammar, Punctuation and Spellings

### Lower KS2

Year 3 Pupils should be taught:	Year 4 Pupils should be taught:	
<p><u>Spelling:</u></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Grammar, Punctuation and Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• consolidate grammar from KS1 (eg. question, command, statement, contraction ? ! , )</li> <li>• introduce paragraphs to group information</li> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• use time and cause conjunctions and adverbials</li> <li>• use prepositions</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• indicate grammatical and other features by:</li> <li>• using commas after fronted adverbials</li> <li>• using and punctuating direct speech</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<p><u>Spelling:</u></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><u>Grammar, Punctuation and Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• consolidate GPS from Year 3</li> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• indicate grammatical and other features by:</li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech using inverted commas and other accurately placed punctuation</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	
<p><b>COEL links – Copper</b></p> <ul style="list-style-type: none"> <li>*I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising.</li> <li>*I ask more focused questions about the learning task, clarify the purpose and what needs to be done.</li> <li>*I recognise when I have completed tasks similar in the past.</li> </ul>	<p><b>COEL – Titanium</b></p> <ul style="list-style-type: none"> <li>*I see positive opportunities in mistakes and failures and don't let my worries hold me back.</li> <li>*I recognise when I have completed tasks similar in the past.</li> <li>*I can use my own and others' ideas to identify, locate and select various sources of information.</li> <li>* I use a wider range of vocabulary and grammar than previously with words collected from my experiences and reading.</li> </ul>	<p><b>COEL – Rose Gold</b></p> <ul style="list-style-type: none"> <li>*I make ideas real by experimenting with different designs, actions and outcomes.</li> <li>*I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious</li> </ul>

**GPS – Grammar, Punctuation and Spellings  
Upper KS2**

<b>Year 5 Pupils should be taught:</b>		<b>Year 6 Pupils should be taught:</b>
<p><u>Spelling:</u></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><u>Grammar, Punctuation and Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• consolidate GPS from Year 3 and 4</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>		<p><u>Spelling:</u></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus.</li> </ul> <p><u>Grammar, Punctuation and Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• consolidate GPS from Year 3, 4 and 5</li> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• use devices to build cohesion</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>
<p><b>COEL links – Copper</b></p> <ul style="list-style-type: none"> <li>*I take time to use my imagination for enjoyment. I enjoy the unexpected, unusual and surprising.</li> <li>*I ask more focused questions about the learning task, clarify the purpose and what needs to be done.</li> <li>*I recognise when I have completed tasks similar in the past.</li> </ul>	<p><b>COEL – Titanium</b></p> <ul style="list-style-type: none"> <li>*I see positive opportunities in mistakes and failures and don’t let my worries hold me back.</li> <li>*I recognise when I have completed tasks similar in the past.</li> <li>*I can use my own and others’ ideas to identify, locate and select various sources of information.</li> <li>*I am able to adapt my behaviour and use my language skills to suit and describe different situations</li> <li>*I use a wider range of vocabulary and grammar than previously with words collected from my experiences and reading.</li> </ul>	<p><b>COEL – Rose Gold</b></p> <ul style="list-style-type: none"> <li>*I make ideas real by experimenting with different designs, actions and outcomes.</li> <li>*I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious</li> <li>*I am mindful of using correct spoken English and check own language to amend it in more formal situations</li> </ul>

## Speaking and Listening

### Lower KS2

#### Year 3/4

Pupils should be taught:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- give descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations
- use spoken language to develop understanding through speculating, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others

#### COEL links – Copper

\*I ask more focused questions about the learning task, clarify the purpose and what needs to be done.

\*I feel happy to seek help from other people.

\*I show curiosity and confidence when approaching new tasks and challenges.

\* I can decide what needs to be done in a group and take responsibility for aspects of the work.

\*I have become more adept at turn-taking, sharing and cooperating when working in a group or team.

\* I am able to describe what I am doing and thinking when asked with a good range of verbs and adjectives.

#### COEL – Titanium

\*I can use my own and others' ideas to identify, locate and select various sources of information.

\*I make connections with others to talk about events and learning.

\* I understand more than one point of view. I can examine my options and weigh up pros and cons.

\*I demonstrate fairness to others and I recognise and respect other people's feelings and ideas.

\*I have become more independent in my social and interpersonal skills.

#### COEL – Rose Gold

\*I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious

\*I know that mistakes and misconceptions are good for me – I am happy to grapple and try again if things are difficult and I will talk to others about it.

\*I value other people's ideas.

\*I seek out roles that support others and myself- I can take the lead and let others lead depending on the role

\* I can discriminate between fact and opinion and question the reliability of evidence. I will explain and justify methods, opinions and conclusions.

**Speaking and Listening  
Upper KS2**

**Year 5/6**

**Pupils should be taught:**

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**COEL links – Copper**

\*I ask more focused questions about the learning task, clarify the purpose and what needs to be done.

\*I feel happy to seek help from other people.

\*I show curiosity and confidence when approaching new tasks and challenges.

**COEL – Titanium**

\*I can use my own and others' ideas to identify, locate and select various sources of information.

\*I persist with tasks asking for help from others and finding resources to help me so that I don't sit being stuck.

\*I make connections with others to talk about events and learning.

**COEL – Rose Gold**

\*I am able to ask deeper and wider questions to clarify the task, to plan and to set goals which are ambitious

\*I know that mistakes and misconceptions are good for me – I am happy to grapple and try again if things are difficult and I will talk to others about it.

\*I value other people's ideas.

\*I am mindful of using correct spoken English and check own language to amend it in more formal situations