



LANGUAGE ARTS SCOPE AND SEQUENCE



NEXUS
INTERNATIONAL
SCHOOL
SINGAPORE

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Nursery

At end of NURSERY learners can:

READING STANDARD	Read, respond to, and think critically about fiction and nonfiction texts (MAGENTA)
LEARNING PROGRESSION	<p>When learners at this level read, respond to and think critically about texts they:</p> <ul style="list-style-type: none"> ● hold a book, turn the pages and handle books carefully ● show interest in books, including illustrations and print as well as print in the environment ● show awareness of the way stories are structured ● describe main story settings, events and principal characters ● listen to and join in with stories and poems, one-to-one and also in small groups ● join in with repeated refrains and anticipate key events and phrases in rhymes and stories <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> ● knowing that print carries meaning and, in English, is read from left to right and top to bottom ● suggesting and predicting how the story might end ● identifying familiar sounds in the title ● recognising familiar words and signs such as own name and advertising logos ● joining in with chants, poems, songs, word games, gaining familiarity with the sounds and patterns of the language of instruction ● matching rhyming pairs Say a word to rhyme with any given word ● recognising the initial sound in simple words and group objects according to the sound they begin with ● expressing opinions about the meaning of a story, including showing empathy for characters in a story
WRITING STANDARD	Use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum
LEARNING PROGRESSION	<p>When learners at this level create texts, they:</p> <ul style="list-style-type: none"> ● use their own experience as a stimulus when drawing and 'writing' ● use mark making in their independent play <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> ● distinguishing between the different marks they make ● giving meaning to marks as they draw, write and paint ● experimenting with writing using different writing implements and media ● writing their own name independently

VIEWING & PRESENTING	Can interpret, use and construct visuals and multimedia in a variety of situations for a range of purposes and audiences They understand the ways in which images and language interact to convey ideas, values and beliefs
LEARNING PROGRESSION	<p>Learners should:</p> <ul style="list-style-type: none"> ● attend to visual information showing understanding and their own feelings through play, gestures, facial expressions and body language ● recognise familiar signs, labels and logos and match pictures with context ● make personal connections to visual texts, (eg a picture book about children making friends in a new situation)
LISTENING & SPEAKING	Demonstrate that listening involves more than just hearing sound and requires active and conscious attention in order to make sense of what is heard Can recognize and use certain types of language according to the audience and purposes
LEARNING PROGRESSION	<p>Learners should:</p> <ul style="list-style-type: none"> ● begin to use and link more complex sentences to link thoughts using connectives such as <i>and/because</i> ● retell a simple past event in correct order ● use talk to connect ideas, explain what is happening and anticipate what might happen next ● understand questions and question why things happen, giving simple explanations (<i>eg who, what, when, how</i>) ● use a range of tenses (<i>eg play, playing, will play, played</i>) ● use and build up vocabulary focused on objects, experiences and people that are of particular importance to them ● use talk and build stories around objects that stand for something else in play (<i>e.g, 'This box is my castle'</i>) ● hear and say the initial sound in words ● listen to others one to one or in small groups, when conversation interests them ● focus attention – still listen or do, but can shift own attention ● follow classroom directions and routines; using context cues ● listen and respond to picture books, show pleasure, and demonstrate their understanding through gestures, expression and/or words

Kindergarten

At end of KINDERGARTEN learners can:

READING STANDARD	Read, respond to, and think critically about fiction and nonfiction texts (MAGENTA)
LEARNING PROGRESSION	<p>When learners at this level read, respond to and think critically about texts they:</p> <ul style="list-style-type: none"> ● enjoy an increasing range of books select and reread favourite texts for enjoyment ● know that information can be retrieved from books and computers ● relate own experiences to the story ● understand simple book conventions and structure (front/back cover, title, author etc) <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> ● vocabulary and forms of speech that are increasingly influenced by their experiences of books ● scanning pictures for clues for meaning ● retelling a simple story in sequence ● matching words 1:1 ● hearing and saying the initial sounds in words ● segmenting the sounds in simple words and blending them together, knowing which letters represent some of them ● knowing both the sound and letter names for each letter of the alphabet ● making predictions using pictures, own experience and phonological knowledge ● using initial sound knowledge to support predictions ● recognising an increasing bank of high frequency and high interest words as listed on the Primary Word List ● rereading to gain meaning ● making predictions using pictures, own experience and phonological knowledge ● anticipating what may happen next and use the information to unfold the story ● making connections to their own experience when listening to or reading texts ● locating and responding to aspects of interest in self-selected texts(e.g. <i>pointing, examining pictures closely, commenting</i>) ● exploring and developing recognition of capital letters, full stops, question marks and exclamation marks

WRITING STANDARD	Use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum
LEARNING PROGRESSION	<p>When learners at this level create texts, they:</p> <ul style="list-style-type: none"> enjoy writing and value their own efforts know that writing can describe the factual and imagined world or their personal experiences <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> generate ideas for writing and sequence them in a simple sentence begin to use capital letters, full stops and finger spaces when writing segmenting for writing the sounds in simple words, making phonetically plausible attempts at spelling these with increasing accuracy using some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence writing simple labels, captions short sentences in meaningful contexts discriminating between letters/characters, numbers and symbols
VIEWING & PRESENTING	Can interpret, use and construct visuals and multimedia in a variety of situations for a range of purposes and audiences They understand the ways in which images and language interact to convey ideas, values and beliefs
LEARNING PROGRESSION	<p>Learners should:</p> <ul style="list-style-type: none"> attend to visual information showing understanding through discussion, role play, illustrations talk about their own feelings in response to visual messages; show empathy for the way others feel observe visual cues that indicate context; show understanding by matching pictures with context recognise and talk about familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences make personal connections to and discuss visual texts, for example, a picture book about children making new friends in a new situation use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions select and incorporate colours, shapes, symbols and images into visual presentations show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television
LISTENING & SPEAKING	Demonstrate that listening involves more than just hearing sound and requires active and conscious attention in order to make sense of what is

	heard Can recognize and use certain types of language according to the audience and purposes
LEARNING PROGRESSION	<p>Learners should:</p> <ul style="list-style-type: none"> ● follow classroom instructions, showing understanding ● listen to and enjoy stories read aloud ● show understanding by responding in oral, written or visual form ● obtain simple information from accessible spoken texts ● listen and respond to ideas expressed by others in conversation or discussion ● confidently speak to others about own needs, interests, experiences and opinions ● use language to imagine and recreate roles and experiences in play situations, beginning to introduce a narrative ● extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words ● use talk to organise, sequence and clarify thinking, ideas, feelings and events ● asks questions to gain information and respond to inquiries directed to themselves or to the class ● talk about the stories, writing, pictures and models they have created

Year 1

After ONE YEAR of primary school learners can:

READING STANDARD	Read, respond to, and think critically about fiction and nonfiction texts (GREEN)
LEARNING PROGRESSION	<p>When learners read at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> ● understand that we read to get meaning ● confidently approach challenges in their reading and persevere when they are having difficulties, because they know how to problem-solve ● monitor their own reading and self correct where necessary, using fundamental strategies (e.g. <i>re-running</i>) ● use a variety of comprehension strategies to interpret and respond to a range of texts <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> ● controlling concepts about print ● using appropriate language about books (eg <i>title, author, illustration</i>) ● using their developing phonemic awareness to aurally identify and distinguish individual phonemes within words (<i>blending and segmenting eg. m/a/n s/ea/t</i>) ● identifying all letters names and associated sounds ● automatically recognising most high frequency words in instructional texts ● decoding using developing knowledge of common graphemes(eg. <i>sh,ch,ow,ai, th, oy</i>) ● applying the knowledge that letter combinations can be pronounced in different ways (eg. <i>about, and, apron</i>) ● applying strategies such as sounding out and chunking ● decoding unfamiliar words by using some knowledge of morphology (e.g. <i>word endings -s, -ing, -ed</i>) ● applying vocabulary knowledge to understand words in context ● understanding the meaning of basic punctuation (eg. <i>full stops, speech, exclamation marks</i>)
WRITING STANDARD	Use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum
LEARNING PROGRESSION	<p>When learners at this level create texts, they:</p> <ul style="list-style-type: none"> ● plan for writing using talk, text or drawing ● convey simple ideas, responses, opinions or questions ● reread what they have written, as they write, to maintain meaning ● respond to feedback by making changes (e.g. <i>adding or deleting details, changing punctuation or spelling</i>) ● share their written work in various forms <p>They draw on knowledge and skills that include:</p>

	<ul style="list-style-type: none"> ● using vocabulary from their own experiences ● using their developing phonemic awareness to segment into individual phonemes and syllables(<i>eg b/a/n/d, win/dow</i>) ● using their developing visual memory to accurately write some key personal words and some high frequency words, including those in The Primary List (High Frequency Word List K - Yr1) ● recognising and writing most sounds of English ● recognising that there can be different ways of representing the same sound ● applying sound-letter relationships to approximate words they want to use ● using their developing knowledge of morphology to write word endings correctly ● using classroom resources such as wall charts and picture dictionaries ● forming all upper-case and lower-case letters using cursive script correctly ● forming all numerals correctly ● understanding simple text types (<i>e.g. personal recounts, simple descriptions</i>) and using these to meet their writing purpose ● composing simple sentences ● composing some compound sentences using conjunctions (<i>e.g. as, and or but</i>) ● using capital letters and full stops to begin and end sentences
VIEWING & PRESENTING	Can interpret, use and construct visuals and multimedia in a variety of situations for a range of purposes and audiences They understand the ways in which images and language interact to convey ideas, values and beliefs
LEARNING PROGRESSION	<p>Learners should:</p> <ul style="list-style-type: none"> ● view creative presentations that use a variety of techniques, (<i>e.g. crayon and dye, painting</i>) ● view functional presentations using a variety of formats, (<i>e.g. diagrams, labels, index</i>) ● view books and talk about their features, (<i>e.g. print size, changes in font, title size</i>) ● view illustrations and photographs and discuss their meaning and make personal connections ● view plays and performances and talk about their visual components, (<i>e.g. characters, props, body language; talk about message</i>) ● make creative presentations using simple techniques, (<i>e.g. crayon, dye and paint</i>) ● make functional presentations using simple formats and technologies, (<i>e.g. diagrams, labels, computer, i-pad</i>) ● begin to know the starting point and direction when forming letters and numerals ● begin to develop a functional pencil-holding grip ● perform simple role plays

LISTENING & SPEAKING	Demonstrate that listening involves more than just hearing sound and requires active and conscious attention in order to make sense of what is heard Can recognize and use certain types of language according to the audience and purposes
LEARNING PROGRESSION	<p>Learners should:</p> <ul style="list-style-type: none"> ● listen to a partner and respond appropriately to body language and gesture ● listen to a small group and respond appropriately to body language and gesture ● listen to shared experiences ● listen to simple descriptions ● listen to responses to questions ● listen to opinions ● listen to and follow simple instructions and classroom routines ● listen to others who are using personal drawings when giving messages ● listen to stories and poems ● speak to a partner and use appropriate body language and gesture ● speak with a small group and use appropriate body language and gesture ● speak about personal experiences ● give simple descriptions ● express an opinion ● understand that people speak different languages ● ask questions using <i>why, when, where, what</i> ● begin to widen spoken vocabulary ● retell a story ● recite simple poems ● use picture books and personal experiences to give added meaning to oral messages

Year 2

After TWO YEARS of primary school learners can:

READING STANDARD	Read, respond to, and think critically about fiction and nonfiction texts (TURQUOISE)
LEARNING PROGRESSION	<p>When learners read at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> ● understand that texts are written with a purpose and for an audience ● confidently approach challenges in their reading and persevere when they are having difficulties, because they know how to problem-solve ● automatically and independently apply strategies to problem-solve when they lose meaning ● locate and interpret explicit information ● respond to ideas, plots and characters ● think critically about aspects such as theme or ideas ● make appropriate choices for independent reading <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> ● automatically recognising most high frequency words in instructional texts ● decoding using knowledge of grapheme-phoneme relationships ● decoding through chunking ● decode using developing knowledge of morphology (e.g. prefixes/suffixes) ● using strategies such as rereading, looking for meaning in text, inferring from illustrations to find meaning ● extending their understanding of punctuation features and print features (e.g. <i>parentheses, bold print, italics</i>)
WRITING STANDARD	Use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum
LEARNING PROGRESSION	<p>When learners at this level create texts, they:</p> <ul style="list-style-type: none"> ● use simple planning strategies to organise their ideas ● refer to their planning when writing ● keep a log of ideas to write about ● develop content that is related to the curriculum topic, with some detail ● respond to feedback and revise text for clarity and accuracy of meaning ● proofread their text to check punctuation and spelling ● share their written work in various forms <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> ● using their personal content vocabulary of written words as well as words and phrases that are part of their expanding oral vocabulary ● using their developing phonemic awareness to form new words aurally by changing or taking out some of the sounds in a word or by

	<p>adding new sounds to words</p> <ul style="list-style-type: none"> ● using their visual memory to spell personal vocabulary as well as high frequency words, including the words from The Primary Wordlist (High Frequency Word List For K - Yr2) ● using a dictionary, thesaurus and word banks to extend their use of language ● spelling unfamiliar words by: <ul style="list-style-type: none"> - using their knowledge of diverse phoneme-grapheme relationships to write some of the sounds of English in different ways (<i>e.g. photo, laugh, Friday</i>) -applying strategies such as sounding out words, making analogies to words that sound or look the same, using known chunks and rimes -using their increasing knowledge of morphology to correctly spell word endings and other morphemes (<i>e.g. greatest, florist</i>) - applying their knowledge of simple spelling rules (<i>e.g. using -es for plural nouns ending in -s</i>) ● attempting some variety and precision in their use of adjectives, nouns and verbs ● forming all lower-case and upper-case letters correctly with the cursive script and with increasing speed and automaticity ● using appropriate text structures for text types such as simple recounts, descriptions and reports ● composing mainly simple and compound sentences, with some variation in their beginnings ● using simple conjunctions correctly, with subject-verb agreement and noun-pronoun agreement ● using full stops, question marks or exclamation marks to end sentences ● using capital letters correctly to begin sentences and for familiar proper nouns
<p>VIEWING & PRESENTING</p>	<p>Can interpret, use and construct visuals and multimedia in a variety of situations for a range of purposes and audiences They understand the ways in which images and language interact to convey ideas, values and beliefs</p>
<p>LEARNING PROGRESSION</p>	<p>Students should:</p> <ul style="list-style-type: none"> ● view creative presentations that use a variety of techniques, (<i>e.g. collage, printing</i>) ● view functional presentations using a variety of formats, (<i>e.g. diagrams, maps, plans, index</i>) ● view a variety of printed material, (<i>e.g. posters, charts and discuss print size, font colour, design</i>) ● view and compare illustrations and photographs; discuss their meaning. ● view plays and performances and discuss visual components, (<i>e.g. characters, props body language</i>) discuss message. ● make creative presentations using a variety of techniques, (<i>e.g. crayon, dye, indian ink, collage, batik</i>) ● make functional presentations using a variety of formats (<i>e.g. maps,</i>

	<p><i>and charts)</i></p> <ul style="list-style-type: none"> ● become aware of terminology used to tell about visual effects (<i>e.g. frame, layout</i>) ● begin to use informational communication technology when making presentations ● make upper and lower-case letters uniform in size and in appropriate line position ● use a functional pencil-holding grip ● begin to demonstrate consistency of size, shape, slope and spacing ● perform role-plays and mimes
LISTENING & SPEAKING	Demonstrate that listening involves more than just hearing sound and requires active and conscious attention in order to make sense of what is heard. Can recognize and use certain types of language according to the audience and purposes
LEARNING PROGRESSION	<p>Students should:</p> <ul style="list-style-type: none"> ● speak with a partner and ask appropriate questions. ● continue to ask questions of a speaker, increasing questioning strategies ● express an opinion and ask purposeful questions ● continue to use a wide vocabulary ● talk about experiences in a small group ● give simple directions ● give descriptions with some detail ● retell a story, both factual and imaginative ● read aloud to others ● recite poems ● ask questions during and after reading texts ● express an opinion and ask purposeful questions ● continue to increase spoken vocabulary ● listen to a partner and ask questions that reflect good listening ● listen in a small group and ask questions that reflect good listening ● listen to others talk about experiences ● listen to simple instructions and follow them through ● listen to descriptions ● listen to questions asked of a speaker ● listen to opinions and reasons given by others ● listen to stories and poems, increasing concentration span ● begin to communicate in another language

Year 3

After **THREE YEARS** of primary school learners can:

READING STANDARD	Read, respond to, and think critically about fiction and nonfiction texts (GOLD)
LEARNING PROGRESSION	<p>When learners read at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> ● understand that we read to get meaning ● confidently approach challenges in their reading and persevere when they are having difficulties, because they know how to problem-solve ● monitor their reading, drawing on a variety of strategies when their comprehension breaks down ● integrate and use a variety of comprehension strategies, including; making connections, utilising prior knowledge, making simple inferences ● maintain meaning and look for connections across longer sections of texts ● evaluate information and ideas in relation to their purpose for reading ● identify the writer's' purpose and use evidence from the text to do so <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> ● automatically reading all high frequency words ● articulating and using a variety of decoding strategies appropriately (e.g. recognising syllables, applying knowledge of regular and irregular spelling patterns) ● knowing the meaning of some common prefixes (e.g. <i>un, re, dis</i>) and suffixes (e.g. <i>-s, -es, -ed, -ing, -ly, -er, -ful</i>) and understanding how they affect meaning ● knowing the synonyms for, and multiple meanings of, many common words ● applying their knowledge of word families, collocations, and sentence or phrase structures to find the meaning of unknown words ● looking for information in visual language features (e.g. <i>text boxes</i>) ● understanding the purpose of basic punctuation
WRITING STANDARD	Use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum
LEARNING PROGRESSION	<p>When learners at this level create texts, they:</p> <ul style="list-style-type: none"> ● use planning strategies to organise ideas and generate language for writing (e.g. <i>lists, mind maps</i>) ● create mostly relevant content that conveys several experiences, items of information, and/or topic related content, sometimes including detail and/or comment ● revise and edit their writing for sense and impact ● give and receive peer feedback ● proofread their writing to check spelling, grammar and punctuation, drawing on developing knowledge about words and sentence

	<p>construction and using classroom resources (<i>e.g. dictionary, word bank</i>)</p> <ul style="list-style-type: none"> publish, where appropriate, in a variety of media depending on their purpose and audience <p>Draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> using increasingly specific vocabulary (<i>e.g. adjectives, precise nouns, verbs</i>) using visual memory to spell high frequency words and personal vocab encoding unfamiliar words by <ul style="list-style-type: none"> -using their knowledge of phoneme-grapheme relationships and developing awareness of spelling conventions to select correct spelling patterns for sounds in words (<i>e.g. k sound in catch and kitchen</i>) -applying knowledge of useful spelling rules and morphology (<i>e.g. baby/babies, half, halves</i>) -applying expanding knowledge of graphemes to write words accurately (<i>e.g. -or, awe, oar, oor which record similar sounds</i>) using simple written language features (<i>e.g. alliteration</i>) and visual language features (<i>e.g. labelled diagrams</i>) to support meaning writing all upper and lower-case letters correctly, legibly and fluently in cursive script using a basic text structure to organise text effectively for their purpose (<i>e.g. story with beginning, middle and end</i>) using both simple and compound sentences with varied beginnings, lengths, simple conjunctions, and which are usually grammatically correct attempting to write complex sentences constructing sentences in which tense is mostly consistent using capitals, full stops, question marks and exclamation marks correctly
<p>VIEWING & PRESENTING</p>	<p>Can interpret, use and construct visuals and multimedia in a variety of situations for a range of purposes and audiences They understand the ways in which images and language interact to convey ideas, values and beliefs</p>
<p>LEARNING PROGRESSION</p>	<p>Learners should</p> <ul style="list-style-type: none"> view creative presentations that use a variety of techniques (<i>e.g. collage, printing</i>) view functional presentations using a variety of formats (<i>e.g. diagrams, maps, plans, index</i>) view a variety of printed material (<i>e.g. posters, charts, and discuss print size, font, colour, design</i>) view and compare illustrations and photographs; discuss their meaning view plays and performances and discuss visual components (<i>e.g. characters, props, body language</i>) and message make creative presentations using a variety of techniques (<i>e.g. crayon, dye, indian ink, collage, batik</i>) make functional presentations using a variety of formats, (<i>e.g. maps,</i>

	<p>charts) and appreciate that text and illustrations work together to convey information</p> <ul style="list-style-type: none"> ● recognise and name familiar visual texts (<i>e.g. advertising, logos, labels, icons</i>) ● observe and discuss visual presentations suggesting why certain effects have been selected and arranged ● begin to use informational communication technology when making presentations ● use appropriate terminology to discuss visual texts (<i>e.g. logos, font, foreground, impact</i>) ● make upper and lower-case letters uniform in size and in appropriate line position ● use a functional pencil-holding grip ● begin to demonstrate consistency of size, shape, slope and spacing ● perform role plays and mimes
<p>LISTENING & SPEAKING</p>	<p>Demonstrate that listening involves more than just hearing sound and requires active and conscious attention in order to make sense of what is heard Can recognize and use certain types of language according to the audience and purposes</p>
<p>LEARNING PROGRESSION</p>	<p>Learners should:</p> <ul style="list-style-type: none"> ● speak with a partner and ask appropriate questions ● continue to ask questions of a speaker, increasing questioning strategies ● express an opinion and ask purposeful questions ● continue to use a wide vocabulary ● talk about experiences in a small group ● give simple directions ● give descriptions with some detail ● identify main events and relevant points in oral presentations ● use appropriate language for a variety of personal purposes (<i>e.g. invitations</i>) ● retell a story, both factual and imaginative ● read aloud to others ● recite poems ● ask questions during and after reading texts ● express an opinion and ask purposeful questions ● continue to increase spoken vocabulary ● listen to a partner and ask questions that reflect good listening ● listen in a small group and ask questions that reflect good listening ● listen to others talk about experiences ● listen to simple instructions and follow them through ● listen to descriptions ● listen to questions asked of a speaker ● listen to opinions and reasons given by others ● listen to stories and poems, increasing concentration span and responding with increasing confidence and detail ● begin to communicate in more than one language

Year 4

After FOUR YEARS of primary school learners can:

READING STANDARD	Read, respond to, and think critically about fiction and nonfiction texts (CHRONOLOGICAL AGE/PROBE LEVEL)
LEARNING PROGRESSION	<p>When students at this level read, respond to and think critically about texts they:</p> <ul style="list-style-type: none"> ● have a strong sense of what they like to read as well as what they are able to read and they know where to locate such materials ● select from a variety of strategies to monitor their reading and to use when meaning breaks down ● meet their purposes for reading by employing specific comprehension strategies ● read for sustained periods and sustain meaning in longer texts over time ● can discuss their responses to a variety of texts <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> ● automatically reading all high frequency words ● automatically selecting an appropriate decoding strategy when they encounter unknown words ● working out the meanings of new words: <ul style="list-style-type: none"> ○ applying the knowledge of the meaning of common prefixes and suffixes (e.g. <i>over-</i>, <i>mis-</i>, <i>pre-</i>, <i>-ist</i>, <i>-ity</i>, <i>-ion</i>) ○ using references sources (e.g. <i>dictionaries and thesauruses</i>) ○ inferring word meanings from known roots and affixes (e.g. <i>by using the known meaning of tele- and -port to infer the meaning of teleport</i>) ● working out the meanings of unfamiliar phrases and expressions (e.g. <i>figures of speech</i>) by drawing on their oral language and the context ● recognizing the features and purposes of some common text types ● using this knowledge to navigate and understand texts ● using visual language features to support their understanding of the ideas and information in text
WRITING STANDARD	Use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum
LEARNING PROGRESSION	<p>When learners at this level create texts, they:</p> <ul style="list-style-type: none"> ● select and use tools and strategies to plan and organise ideas and information to meet their purposes for writing ● create content that is mostly relevant to the curriculum task, covers a range of ideas, experiences or items of information, and often includes detail and/or comments that support the main points ● reread their writing at various stages to check for meaning and fitness for purpose ● revise and edit their writing for clarity, impact, and fitness for purpose, often in response to feedback

	<ul style="list-style-type: none"> ● proofread for accuracy of spelling, grammar, and punctuation ● make choices, when appropriate, for publishing in a variety of media, including digital and visual media <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> ● using language and a simple text structure that are appropriate for the purpose (e.g. <i>an orientation, sequenced events described in the past tense and linking words when writing recounts</i>) ● using vocabulary (in particular nouns, verbs, adjectives, and adverbs) that clearly conveys ideas, experiences or information ● using their knowledge of diverse phoneme-grapheme relationships (e.g. <i>ship, chef, ocean, station, special</i>) of the meaning of and spelling of morphemes (e.g. <i>roots words and affixes</i>) and of common reliable spelling rules and conventions ● using their visual memory to help them spell personal vocabulary and high frequency words correctly ● expanding their writing vocabulary using a variety of strategies such as using common prefixes and suffixes (e.g. <i>un-, sub-, pre-, -ful, -ly, -tion, -able/ible</i>) ● using written language features (such as <i>similes and onomatopoeia</i>) and visual language features (such as <i>illustrations and diagrams</i>) to support meaning ● using mainly simple and compound sentences along with some complex sentences that vary in their beginnings, structures and lengths and are mostly correct grammatically ● correctly using subject-verb agreement, tense-agreement and pronouns and prepositions ● using capital letters, full stops, question marks and exclamation marks correctly and using speech marks, comma for lists and apostrophes for contractions correctly most of the time
<p>VIEWING & PRESENTING</p>	<p>Can interpret, use and construct visuals and multimedia in a variety of situations for a range of purposes and audiences They understand the ways in which images and language interact to convey ideas, values and beliefs</p>
<p>LEARNING PROGRESSION</p>	<p>Learners should:</p> <ul style="list-style-type: none"> ● view creative presentations that use a variety of techniques (e.g. <i>pencil sketching, sculptures, carvings</i>) and show understanding by asking relevant questions and discussing possible meaning ● view functional presentations that use a variety of formats (e.g. <i>timelines, graphs, cross sections</i>) and show understanding by asking relevant questions and discussing possible meaning ● view a variety of printed material (e.g. <i>advertisements, scripts, brochures</i>); discuss design and layout ● view illustrations and photographs and analyse and evaluate the way the visual features are organised and combined for different meaning, effects, purposes ● view plays, performances, videos and films and describe how verbal and visual features are combined for different purposes and audiences ● make creative presentations using a variety of more complex

	<p>techniques and use appropriate language (e.g. clay, sketching, mixed media)</p> <ul style="list-style-type: none"> ● make functional presentations using a variety of more complex techniques (e.g. <i>graphs, timelines, brochures, advertisements</i>) and using appropriate language ● discuss personal experiences that connect with visual language ● use a range of technologies when presenting visual information (e.g. <i>computer, interactive whiteboard, video, digital photography</i>) ● use actions and body language to reinforce and add meaning to oral presentations ● use appropriate terminology to discuss visual texts, (e.g. logos, font, foreground, background, impact) ● with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful ● write legibly ● link letters ● write with fluency of movement ● perform mime, drama and plays to a variety of audiences
LISTENING & SPEAKING	<p>Demonstrate that listening involves more than just hearing sound and requires active and conscious attention in order to make sense of what is heard Can recognize and use certain types of language according to the audience and purposes</p>
LEARNING PROGRESSION	<p>Learners should:</p> <ul style="list-style-type: none"> ● listen to a partner, question and respond ● listen in groups of various sizes, question and respond ● listen to recitations ● listen to ideas presented to small and large groups ● listen to multi-step directions and carry them out ● retell familiar stories in sequence ● anticipate and predict when listening to text read aloud ● listen to concise descriptions ● listen to responses to appropriate questions ● listen to and respect opinions and reasons ● listen to others who are using technology to present information ● listen to an extended and enriched vocabulary, demonstrating a much longer concentration span ● hear and appreciate differences between languages ● speak with a partner/group, asking literal, inferential and interpretive questions ● tell personal or imaginative stories ● present ideas to small or large groups ● give multi-step directions and instructions ● give clear concise descriptions ● ask appropriate questions of a speaker to clarify meaning ● express an opinion and give multiple reasons ● use a more extensive and enriched spoken vocabulary

Year 5

After FIVE YEARS of primary school learners can:

READING STANDARD	Read, respond to, and think critically about fiction and nonfiction texts (CHRONOLOGICAL AGE)
LEARNING PROGRESSION	<p>When students at this level read, respond to and think critically about texts they:</p> <ul style="list-style-type: none"> ● select from a variety of strategies to monitor their reading and to use when meaning breaks down ● demonstrate some understanding of how they select from and use their repertoire of comprehension strategies ● read for sustained periods and sustain meaning in longer texts over time and across a variety of texts on the same topic ● can discuss their responses to a variety of texts ● identify and reflect on writer's purposes and show some understanding of the ways in which writers use language and ideas to suit their purposes <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> ● selecting from a range of reliable strategies for decoding text fluently ● automatically selecting an appropriate decoding strategy when they encounter unknown words ● working out the meanings of new words: <ul style="list-style-type: none"> ○ applying the knowledge of the meaning of common prefixes and suffixes (e.g. <i>over-</i>, <i>mis-</i>, <i>pre-</i>, <i>-ist</i>, <i>-ity</i>, <i>-ion</i>) ○ using references sources (e.g. <i>dictionaries and thesauruses</i>) ○ inferring word meanings from known roots and affixes (e.g. <i>by using the known meaning of tele- and -port to infer the meaning of teleport</i>) ● working out the meanings of unfamiliar phrases (e.g. <i>figures of speech</i>) and expressions by drawing on their oral language and the context ● understanding that words and phrases can have figurative as well as literal meanings ● recognize the features and purposes of some common text types ● using this knowledge to navigate and understand texts ● using visual language features to support their understanding of the ideas and information in text
WRITING STANDARD	Use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum
LEARNING PROGRESSION	<p>When learners at this level create texts, they:</p> <ul style="list-style-type: none"> ● select and use tools and strategies to plan and organise ideas and information to meet their purposes for writing ● show some understanding of their purpose for writing and can identify writing processes that are appropriate for those purposes

	<ul style="list-style-type: none"> ● create content that is relevant to the curriculum task, covers a range of ideas, experiences or items of information, and include detail and/or comments that support the main points ● reread their writing at various stages to check for meaning and fitness for purpose ● have begun to independently revise and edit their writing for clarity, impact, and fitness for purpose, often in response to feedback ● proofread for accuracy of spelling, grammar, and punctuation using appropriate print tools ● make choices, when appropriate, for publishing in a variety of media, including digital and visual media <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> ● using language and a text structure that are appropriate for the purpose (<i>e.g. an orientation, sequenced events written in the past tense and linking words for a recount</i>) ● selecting vocabulary that clearly conveys ideas, experiences or information ● using their knowledge of how words work along with their knowledge of word derivations to fluently and correctly encode most unfamiliar words, including words of many syllables ● using their visual memory to help them spell personal vocabulary and high frequency words correctly ● expanding their writing vocabulary using a variety of strategies such as less common prefixes and suffixes ● using simple, compound and complex sentences that vary in structure, length and are grammatically correct ● using basic punctuation that is mostly correct
VIEWING & PRESENTING	Can interpret, use and construct visuals and multimedia in a variety of situations for a range of purposes and audiences They understand the ways in which images and language interact to convey ideas, values and beliefs
LEARNING PROGRESSION	<p>Learners should:</p> <ul style="list-style-type: none"> ● view creative presentations that use a variety of techniques (<i>e.g. pencil sketching, sculptures, carvings</i>) ● view functional presentations that use a variety of formats (<i>e.g. timelines, graphs, cross sections</i>) ● view a variety of printed material (<i>e.g. advertisements, scripts, brochures</i>) discuss design and layout ● view illustrations and photographs and analyse and evaluate the way the visual features are organised and combined for different meaning, effects, purposes ● view plays, performances, videos and films and describe how verbal and visual features are combined for different purposes and audiences ● describe personal reactions to visual messages; reflect on why others may perceive the images differently ● explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response ● identify aspects of body language in a dramatic presentation and

	<p>explain how they are used to convey the mood and personal traits of characters</p> <ul style="list-style-type: none"> ● make creative presentations using a variety of more complex techniques and use appropriate language (<i>e.g. clay, sketching, mixed media</i>) ● make functional presentations using a variety of more complex techniques and use appropriate language (<i>e.g. graphs, timelines, brochures, advertisements</i>) ● use a range of technologies when presenting visual information (<i>e.g. computer, interactive whiteboard, video, digital photography</i>) ● write legibly ● link letters ● write with fluency of movement ● perform mime, drama and plays to a variety of audiences
LISTENING & SPEAKING	<p>Demonstrate that listening involves more than just hearing sound and requires active and conscious attention in order to make sense of what is heard Can recognize and use certain types of language according to the audience and purposes</p>
LEARNING PROGRESSION	<p>Learners should:</p> <ul style="list-style-type: none"> ● Listen to a partner, question and respond ● Listen in groups of various sizes, question and respond ● Listen to recitations ● Listen to ideas presented to small and large groups ● Listen to more complex directions and carry them out ● Listen to concise descriptions ● Listen to responses to appropriate questions ● Listen to and respect opinions and reasons ● Listen to others who are using technology to present information ● Listen to an extended and enriched vocabulary, demonstrating a much longer concentration span ● Listen reflectively to stories read aloud in order to identify story structures and ideas ● speak with a partner/group, asking literal, inferential and interpretive questions ● Tell personal or imaginative stories ● present ideas to small or large groups ● give more complex directions and instructions ● give clear concise descriptions ● ask appropriate questions of a speaker to clarify meaning ● express an opinion and give multiple reasons ● use a more extensive and enriched spoken vocabulary ● Explain and discuss their own writing with peers and adults ● Begin to paraphrase and summarize ● Realize that grammatical structures can be irregular and begin to use them appropriately and consistently ● Appreciate that language is not always used literally; understand and use the figurative language of their own culture

Year 6

After SIX YEARS of primary school learners can:

READING STANDARD	Read, respond to, and think critically about fiction and nonfiction texts (CHRONOLOGICAL AGE)
LEARNING PROGRESSION	<p>When students at this level read, respond to and think critically about texts they:</p> <ul style="list-style-type: none"> • monitor their reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading when they encounter difficulties • understand how they select from and use their repertoire of comprehension strategies • regularly read for sustained periods and sustain meaning over many days in longer texts and across a variety of texts on the same topic • identify and reflect on writer’s purposes and on the ways in which writers use language and ideas to suit their purposes <p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> • decoding text fluently and accurately using a range of reliable strategies • finding and learning the meanings of unknown vocabulary • understanding that words and phrases can have figurative as well as literal meanings and that some words have different meanings depending on the context • recognizing basic grammatical constructions and understanding how these affect meaning • identify the specific language features and structures of many common, continuous and non-continuous text types • interpreting illustrations, photographs, text boxes, diagrams, maps, charts and graphs
WRITING STANDARD	Use their writing to think about, record, and communicate experiences, ideas and information to meet specific learning purposes across the curriculum
LEARNING PROGRESSION	<p>When learners at this level create texts, they:</p> <ul style="list-style-type: none"> • understand their purpose for writing and identify writing processes that are appropriate for those purposes • use a variety of planning activities, such as constructing flowcharts, for those writing tasks that need to be planned • generate content that is usually relevant to the task, supporting or elaborating their main ideas with detail that has been selected with some care • independently revise and edit their writing to clarify its meaning and add impact, often in response to feedback • proofread to check the spelling, grammar, and punctuation, using appropriate computer-based or print tools <p>They draw on knowledge and skills that include:</p>

	<ul style="list-style-type: none"> ● use an overall text structure that is appropriate for their purpose (e.g. <i>an orientation, a problem, a climax and a satisfying resolution for narratives</i>) ● select vocabulary that is appropriate to the topic, register and purpose (e.g. <i>academic and subject-specific vocabulary and precise descriptive words to create a mental image</i>) ● using written language features (such as <i>emotive vocabulary</i>) and visual language features (such as <i>headings, charts or maps</i>) ● using their knowledge of how words work, along with their knowledge of word derivations (e.g. <i>knowledge of diverse phoneme-grapheme relationships, of common, reliable spelling patterns and conventions, and of the meanings and spellings of morphemes</i>), to fluently and correctly encode most unfamiliar words, including words of many syllables ● correctly spelling all high-frequency words used in their writing ● organising related ideas into paragraphs and beginning to use cohesive devices to link paragraphs ● using simple and compound sentences that are correct grammatically and have a variety of structures, beginnings, and lengths and using some complex sentences that are mostly correct grammatically ● using punctuation that is mostly correct (e.g. <i>punctuating dialogue</i>) ● attempting some complex punctuation (e.g. <i>using apostrophes for possession, commas for clauses or semicolons</i>)
VIEWING & PRESENTING	Can interpret, use and construct visuals and multimedia in a variety of situations for a range of purposes and audiences They understand the ways in which images and language interact to convey ideas, values and beliefs
LEARNING PROGRESSION	<p>Learners should:</p> <ul style="list-style-type: none"> ● view creative presentations that use a variety of techniques (e.g. <i>pencil sketching, sculptures, carvings</i>) ● view functional presentations that use a variety of formats (e.g. <i>timelines, graphs, cross sections</i>) ● view a variety of printed material (e.g. <i>advertisements, scripts, brochures</i>) discuss design and layout ● view illustrations and photographs and analyse and evaluate the way the visual features are organised and combined for different meaning, effects, purposes ● identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects ● identify factors that influence a person's reactions to visual texts; design visual texts with the intention of influencing the way people think and feel ● view plays, performances, videos and films and describe how verbal and visual features are combined for different purposes and audiences ● show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning ● identify the intended purpose of a visual presentation; identify overt

	<p>and subliminal messages</p> <ul style="list-style-type: none"> ● make creative presentations using a variety of more complex techniques and use appropriate language (e.g. <i>clay, sketching, mixed media</i>) ● make functional presentations using a variety of more complex techniques and use appropriate language (e.g. <i>graphs, timelines, brochures, advertisements</i>) ● use a range of technologies when presenting visual information (e.g. <i>computer, interactive whiteboard, video, digital photography</i>) ● reflect on ways in which understanding the intention of a visual message can influence personal responses ● write legibly ● link letters ● write with fluency of movement ● perform mime, drama and plays to a variety of audiences
<p>LISTENING & SPEAKING</p>	<p>Demonstrate that listening involves more than just hearing sound and requires active and conscious attention in order to make sense of what is heard Can recognize and use certain types of language according to the audience and purposes</p>
<p>LEARNING PROGRESSION</p>	<p>Learners should:</p> <ul style="list-style-type: none"> ● listen to a partner, question and respond ● listen in groups of various sizes, question and respond ● listen to recitations ● listen to ideas presented to small and large groups ● listen to more complex directions and carry them out ● listen to concise descriptions ● listen to responses to appropriate questions ● listen to and respect opinions and reasons ● listen to others who are using technology to present information ● listen to an extended and enriched vocabulary, demonstrating a much longer concentration span ● speak with a partner/group, asking literal, inferential and interpretive questions ● tell personal or imaginative stories ● paraphrase and summarise when communicating orally ● present ideas to small or large groups ● use oral language to formulate and communicate possibilities and theories ● give more complex directions and instructions ● give clear concise descriptions ● ask appropriate questions of a speaker to clarify meaning ● express an opinion and give multiple reasons ● use a more extensive and enriched spoken vocabulary ● use register, tone, voice level and intonation to enhance meaning ● use speech to inform, entertain and influence others ● reflect on communication to monitor and assess their own learning