



English Curriculum Framework
Grades N to 7

Introduction

Welcome to the Acacia English Curriculum Framework. This framework is based primarily on the Cambridge curriculum, and contains the full Cambridge English Curriculum Framework (2018) from Stages 1 to 7. This framework also covers all content from the Grades 4 to 7 of the Zambian syllabus to fully prepare students for success in the Grade 7 Zambian National Exams. This framework also integrates the Letters and Sounds Phonics Programme for the teaching of reading.

The Cambridge English Curriculum Framework promotes an enquiry-based approach to learning to develop learners' confidence, creativity and intellectual engagement. It is designed for learners who have English as a first language and can be used in any cultural context. The curriculum framework provides a comprehensive set of progressive learning objectives for English. The learning objectives detail what a learner should know, understand and be able to do in each year of primary education.

The curriculum framework covers knowledge, skills and understanding in the three strands:

- 1. Reading**
- 2. Writing**
- 3. Speaking and listening**

Within Reading and Writing, learning objectives are grouped in sub-strands which have a direct relationship with the reporting sub-strands of the Checkpoint tests, allowing teachers to link feedback from the tests to teaching. Where applicable, in each sub-strand, learning objectives that relate to only fiction are placed before those relating to non-fiction. Facilitating skills that have broad application within Reading and Writing are included as learning objectives in the sub-strands: Develop broad reading skills and Develop broad writing skills. These skills are best assessed through teacher-, peer- and self-assessment and are not directly assessed in the Checkpoint tests.

The world-class Cambridge Curriculum is based on international best practice in schools. The curriculum is dedicated to developing learners who are confident, responsible, reflective, innovative and engaged. Each curriculum framework is designed to engage learners in an active and creative learning journey.

About the Cambridge Curriculum

The Cambridge Curriculum is founded on the values of the University of Cambridge and best practice in schools. The curriculum is dedicated to developing learners who are confident, responsible, innovative and engaged. Each curriculum framework for English, mathematics and science is designed to engage learners in an active and creative learning Journey. The Cambridge curriculum has been carefully designed to develop deep subject knowledge, conceptual understanding and higher order thinking skills, and provides a clear framework for progression from one stage to the next.

How this framework was developed

The Acacia International School English Curriculum Framework is based primarily upon the Cambridge English Curriculum Framework for Stages 1 to 7. Cambridge educational programmes and qualifications are deliberately designed to be flexible so that they can be used by schools and school systems in ways that best meet local needs. The Cambridge framework has been supplemented with a systematic synthetic phonics programmes for phonics from Nursery to Grade 2, for with a spelling programme for Grades 1 to 6. This framework has also been analysed to ensure that it covers all content from the Grades 4 to 7 of the Zambian syllabus to fully prepare students for success in the Grade 7 Zambian National Exams. For full details of how the Acacia Curriculum Framework covers the Zambian syllabus please see the relevant curriculum mapping document.

Phonics

The Independent Review of the teaching of early reading¹ recommended systematic, ‘high quality phonic work’ as the prime means for teaching beginner readers to learn to read. At Acacia, we begin the teaching of literacy in Nursery and Reception using the UK’s ‘Letters and Sounds’ phonics programme. Letters and Sounds consists of six phases, which are taught over Nursery, Reception, Grade 1 and Grade 2. When using a systematic phonics programme, it is very important that a schools follow the sequence of a the programme consistently from start to finish. This approach is most likely to secure optimum progress in children’s acquisition of phonic knowledge and skills, whereas mixing parts of different sequences from more than one programme can slow their progress.² Therefore, at Acacia we continue follow the phonics teaching sequence from Letters and Sounds into Grade 1 and 2, rather than switch to the Cambridge phonics programme which begins at Grade 1. The Cambridge framework is deliberately designed to be flexible so that it can be adapted in this way to best meet local needs.

In order for clarity of planning and assessment, this curriculum framework document uses the Letters and Sounds phonics objectives for both reading and writing. In the Cambridge framework, the learning objectives relating to phonics fall under sub-strands ‘Develop broad reading skills’ (Ro) and ‘Develop broad writing skills’ (Wo). In this document the Cambridge learning objectives related to phonics have been set aside, and are superseded by the Letters and Sounds phonics objectives. The Cambridge phonics objectives are included in this document *for reference only*, in grey italics.

See the Letters and Sounds documentation for full programme details of the programme.

Spelling

The Letter and Sounds programme develops both reading and spelling skills up to Grade 2. By the end of Grade 2, reading for the great majority of children should become automatic. However, teaching of spelling continues throughout the rest of the Primary phase. This is

¹ Rose, 2006

² Letters and Sounds, p.8

because spelling requires recalling and composing the word from memory without seeing the word. Therefore, In order to continue the spelling teaching sequence begun with the Letters and Sounds programme up to Grade 2, we have adopted a specific UK spelling Scheme of Work for Grade 1 to, which directly follows on from the Letters and Sounds programme.

For spelling, this curriculum framework uses custom Acacia learning objectives, taken from the the Letters and Sounds spelling objectives (Grades 1 to 2) and the UK curriculum spelling objectives (Grades 1 to 6). The superseded Cambridge spelling objectives are included *for reference only*, in grey italics.

See the Letters and Sounds documentation and the English Appendix 1 of the *English programmes of study: Key stages 1 and 2 National curriculum in England (2013)* for full details of the Acacia spelling programme.

Note on codes

Each learning objective has a unique curriculum framework code taken from the source curriculum. We have prefixed the codes with letters to identify the source curriculum as follows:

C - Learning objective code from the Cambridge e.g. e.g. C1Nn1

Z - Learning objective code from the Zambian e.g. Z1.1.1

A - New learning objective developed for the integrated Acacia curriculum e.g. A1Nn13

UK - UK curriculum, with year number. As the UK curriculum framework contains no codes, learning objective numbers have been created based on the order the objectives appear in that document, e.g UK2.1.

LS - Letters and Sounds, with Phase number, e.g. LS5.1 means Letters and Sounds Phase 5, Objective 1. As the Letters and Sounds guidance contains no codes, learning objective numbers have been created based on the order the objectives appear in that document.

Nursery

This document contains the learning objectives for Letters and Sounds phonics work in the Nursery class. Please see the Acacia Preschool Curriculum Framework for further details of the full Nursery language and literacy curriculum.

Phase 1 of Letters and Sounds.

The Letters and Sounds programme begins in Nursery class with Phase One. The importance of getting children off to a good start cannot be overstated. Phase One recognises the central importance of developing speaking and listening skills as a priority in their own right and for paving the way to making a good start on reading and writing. Activities within Phase One are designed to help children: listen attentively; enlarge their vocabulary; speak confidently to adults and other children; discriminate phonemes; reproduce audibly the phonemes they hear, in order, all through the word; use sound-talk to segment words into phonemes.

There is no requirement that children should have mastered all the skills in Phase One (e.g. the ability to supply a rhyming word) before beginning Phase Two at the start of Reception, and Phase One work may continue alongside Phase Two in the Reception Year.

Reception

This document contains the learning objectives for Letters and Sounds phonics work in the Reception class. Please see the Acacia Preschool Curriculum Framework for further details of the full Reception language and literacy curriculum.

Systematic, high quality phonic work begins in Reception class with Phase Two of Letters and Sounds, taught in short, discrete daily sessions, with ample opportunities for children to use and apply their phonic knowledge and skills throughout the day.

Phase One work may continue alongside Phase Two in the Reception year as necessary.

Letters and Sounds Phase 2 - Term 1 of Reception

By the end of Phase 2 children should:

- Give the sound when shown and Phase 2 letters, securing first the stater letters s, a, t, p, i, n.
- Find any Phase 2 letter, from a display, when given the sound.
- Be able to orally blend and segment CVC words*
- Be able to blend and segment in order to be able to read and spell (using magnetic letters) VC words such as if, am, on, up, and 'silly names' / 'alien words' ip, ug, ock
- Be able to read the five Phase 2 tricky words: the, to, l, no, go.

*Some children will not have grasped CVC blending and segmentation but may know all the Phase 2 letters. CVC blending and segmentation continues throughout continues throughout Phase 3 so children can progress to the next stage even if they have not mastered CVC blending.

Children's capacity to write letters will depend on their physical maturity and the teaching approach taken to letter formation. Some children will be able to write all the letters in pencil, correctly formed. Most children should be able to form the letters correctly in the air, in sand or using a paintbrush and should be able to control a pencil sufficiently well to write letters such as l, i, t, well and h, n and m reasonably well.

Letters and Sounds Phase 3 - Term 1 / 2 of Reception

By the end of Phase 3 children should:

- Give the sound when shown all or most Phase 2 and Phase 3 graphemes
- Find all or most Phase 2 and Phase 3 graphemes, from a display, when given the sound
- Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes).
- Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes).

- Be able to read Phase 3 the tricky words he, she, we, me, be, was, my, you, her, they, all, are.
- Be able to spell the Phase 2 tricky words the, to, I, no, go
- Write each letter correctly when following a model.
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Letters and Sounds Phase 4 - Term 2 / 3 of Reception

By the end of Phase 4 children should:

- Give the sound when shown any Phase 2 and Phase 3 grapheme
- Find any Phase 2 and Phase 3 grapheme, from a display, when given the sound
- Be able to blend and read words containing adjacent consonants
- Be able to segment and spell words containing adjacent consonants
- Be able to read the Phase 4 tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what
- Be able to spell the Phase 3 tricky words he, she, we, me, be, was, my, you, her, they, all, are
- Write each letter, usually correctly

Please see the Acacia Preschool Curriculum Framework for further details of the full Nursery and Reception language and literacy curriculum.

Grade 1

The following genres and text types are recommended at Stage 1:

- Fiction and poetry: real-life stories, traditional tales from different cultures, fantasy stories, poetry.
- Non-fiction: non-chronological reports, simple recounts, instructions, dictionaries.

Letters and Sounds Phase 5 is followed throughout Grade 1.

Reading

Develop broad reading skills

- A1Ro1 Give the sound when shown any grapheme that has been taught (from Letters and Sounds Phases 2 to 5) (LS5.1)
- A1Ro2 For any given sound, write the common graphemes (LS5.2)
- A1Ro3 Apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable (LS5.3)
- A1Ro4 Read phonically decodable two-syllable and three-syllable words (LS5.4)
- A1Ro5 Read automatically all the words in the list of 100 high-frequency words³ (LS1.5.5, C1Ro10)
- C1Ro11 Enjoy reading and listening to a range of books, drawing on background information and vocabulary provided
- C1Ro12 Make links to own experiences
- C1Ro13 Retell stories, with some appropriate use of story language
- C1Ro14 Learn and recite simple poems
- C1Ro15 Join in and extend rhymes and refrains, playing with language patterns
- C1Ro16 Read aloud independently from simple books⁴
- C1Ro17 Pause at full stops when reading
- C1Ro18 Identify sentences in a text

The following superseded Cambridge broad reading objectives are included for reference only. It is expected that the following objectives will have already been covered by the Letters and Sounds Programme and the EYFS framework in Reception:

- *C1Ro1 Hear, read and write initial letter sounds*
- *C1Ro2 Know the name of and most common sound associated with every letter in the English alphabet (link above)*
- *C1Ro3 Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'*
- *C1Ro4 Use knowledge of sounds to read and write single syllable words with short vowels*

³See Letters and Sounds documentation

⁴ Expectation that children are reading at Oxford Level 9 by the end of Grade 1

- *C1Ro5 Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d*
- *C1Ro6 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words*
- *C1Ro7 Demonstrate an understanding that one spoken word corresponds with one written word*
- *C1Ro8 Join in with reading familiar, simple stories and poems*
- *C1Ro9 Know that, in English, print is read from left to right and top to bottom*

Demonstrate understanding of explicit meaning in texts

- C1Rx1 Read labels, lists and captions to find information

Demonstrate understanding of implicit meaning in texts

- C1Ri1 Anticipate what happens next in a story
- C1Ri2 Talk about events in a story and make simple inferences about characters and events to show understanding

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- C1Rw1 Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language
- C1Rw2 Recognise story elements, e.g. beginning, middle and end

Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- C1Rv1 Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams
- C1Rv2 Know the parts of a book, e.g. title page, contents

Writing

Develop broad writing skills

- C1Wo2 Form letters correctly (LS5.7)
- C1Wo3 Know that a capital letter is used for I, for proper nouns and for the start of a sentence
- C1Wo6 Develop strategies to build vocabulary

The following superseded Cambridge broad writing objectives are included for reference only. It is expected that the following objectives will have already been covered by the Letters and Sounds Programme and the EYFS framework in Reception:

- C1Wo1 Develop a comfortable and efficient pencil grip
- C1Wo4 Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences dictated by the teacher from memory
- C1Wo5 Read own writing aloud and talk about it

Select and develop content and use register and language appropriate to genre, purpose and audience

- C1Wa1 Write simple storybooks with sentences to caption pictures
- C1Wa2 Use relevant vocabulary
- C1Wa3 Record answers to questions, e.g. as lists, charts
- C1Wa4 Begin to use some formulaic language, e.g. Once upon a time
- C1Wa5 Write for a purpose using some basic features of text type.
- C1Wa6 Write simple information texts with labels, captions, lists, questions and instructions for a purpose

Structure and organise ideas coherently using sections or paragraphs

- C1Wt1 Write a sequence of sentences retelling a familiar story or recounting an experience

Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- C1Wp1 Mark some sentence endings with a full stop
- C1Wp2 Compose and write a simple sentence with a capital letter and a full stop
- C1Wp3 Write sentence-like structures which may be joined by and

Use accurate spelling

By the end of Grade 1 children should:

- A1Ws1 Apply phonic knowledge and skill as the prime approach to spelling unfamiliar words that are not completely decodable (LS5.3)
- A1Ws2 Spell phonically decodable two-syllable and three-syllable words (LS5.4)
- A1Ws3 accurately spell most of the words in the list of 100 high-frequency words (LS5.6, C1Ws2)
- A1Ws4 Spell words containing each of the 40+ phonemes already taught (UK1.1)
- A1Ws5 Spell common exception words (UK1.1)
- A1Ws6 Spell the days of the week (UK1.1)

- A1Ws7 Name the letters of the alphabet in order (UK1.2)
- A1Ws8 Use letter names to distinguish between alternative spellings of the same sound (UK1.2)
- A1Ws9 Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (UK1.3)
- A1Ws10 Using the prefix un- (UK1.3)
- A1Ws11 Use -ing, ed, -er, and -est where no change is needed in the spelling of the root words [for example, helping, helped, helper, eating, quicker, quickest] (UK1.3, C1Ws4)
- A1Ws12 Apply simple spelling rules and guidance, as listed in English Appendix 1⁵ (UK1.4)
- A1Ws13 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (UK1.5)

The following superseded Cambridge spelling objectives are included for reference only.

- *C1Ws1 Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'*
- *C1Ws2 Spell familiar common words accurately, drawing on sight vocabulary*
- *C1Ws3 Use rhyme and relate this to spelling patterns*
- *C1Ws4 Recognise common word endings, e.g. -s, -ed and -ing*

Speaking and listening

- C1SL1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest
- C1SL2 Converse audibly with friends, teachers and other adults
- C1SL3 Show some awareness of the listener through non-verbal communication
- C1SL4 Answer questions and explain further when asked
- C1SL5 Speak confidently to a group to share an experience
- C1SL6 Take turns in speaking
- C1SL7 Listen to others and respond appropriately
- C1SL8 Listen carefully to questions and instructions
- C1SL9 Engage in imaginative play, enacting simple characters or situations
- C1SL10 Understand that people speak in different ways for different purposes and meanings

⁵ Please see English Appendix 1 of the document English programmes of study: key stages 1 and 2 National curriculum in England, 2013. This will be referred to throughout this Acacia framework as "English Appendix 1."

Grade 2

The following genres and text types are recommended at Stage 2:

- Fiction and poetry: real-life stories, traditional tales from different cultures, different stories by the same author, longer stories, poetry.
- Non-fiction: non-chronological reports, instructions, explanations, dictionaries.

Letters and Sounds Phase 5 is followed throughout Grade 2. During this phase, children become fluent readers and increasingly accurate spellers.

Reading

Develop broad reading skills

During Grade 2 children continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

- A2Ro1 Read fluently, having embedded automatic decoding (LS6)
- C2Ro3 Identify syllables and split familiar compound words into parts
- C2Ro4 Extend the range of common words recognised on sight (up to 300+ high frequency words)
- C2Ro5 Begin to develop likes and dislikes in reading and listening to stories drawing on background information and vocabulary provided
- C2Ro6 Read aloud with increased accuracy, fluency and expression
- C2Ro7 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks
- C2Ro8 Explore a variety of non-fiction texts on screen
- C2Ro9 Locate words by initial letter in simple dictionaries, glossaries and indexes
- C2Ro10 Discuss the meaning of unfamiliar words encountered in reading

The following superseded Cambridge broad writing objectives are included for reference only. It is expected that the following objectives will have already been covered by the Letters and Sounds programme in Grade 1.

- *C2Ro1 Learn the different ways in which vowels can be pronounced, e.g. how, low, apple, apron*
- *C2Ro2 Use phonics as the main method of tackling unfamiliar words*

Demonstrate understanding of explicit meaning in texts

- C2Rx1 Read and respond to question words, e.g. what, where, when, who, why
- C2Rx2 Read and follow simple instructions, e.g. in a recipe
- C2Rx3 Find answers to questions by reading a section of text
- C2Rx4 Find factual information from different formats, e.g. charts, labelled diagrams

Demonstrate understanding of implicit meaning in texts

- C2Ri1 Predict story endings
- C2Ri2 Identify and describe story settings and characters, recognising that they may be from different times and places
- C2Ri3 Make simple inferences from the words on the page, e.g. about feelings

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- C2Rw1 Comment on some vocabulary choices, e.g. adjectives
- C2Rw2 Talk about what happens at the beginning, in the middle or at the end of a story
- C2Rw3 Read poems and comment on words and sounds, rhyme and rhythm

Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- C2Rv1 Show some awareness that texts have different purposes
- C2Rv2 Identify general features of known text types

Writing

Develop broad writing skills

Handwriting

- C2Wo1 Form letters correctly and consistently
- C2Wo2 Practise handwriting patterns and the joining of letters
- C2Wo3 Begin to re-read own writing aloud to check for sense and accuracy
- C2Wo4 Use simple non-fiction texts as a model for writing
- C2Wo5 Use the structures of familiar poems and stories in developing own writing
- C2Wo6 Plan writing through discussion or by speaking aloud
- C2Wo7 Make simple notes from a selection of non-fiction texts, e.g. listing key words

Select and develop content and use register and language appropriate to genre, purpose and audience

- C2Wa1 Develop stories with a setting, characters and a sequence of events
- C2Wa2 Choose interesting words and phrases, e.g. in describing people and places
- C2Wa3 Build and use collections of interesting and significant words

- C2Wa4 Begin to use dialogue in stories
- C2Wa5 Use features of chosen text type
- C2Wa6 Write instructions and recount events and experiences
- C2Wa7 Write simple evaluations of books read

Structure and organise ideas coherently using sections or paragraphs

- C2Wt1 Structure a story with a beginning, middle and end
- C2Wt2 Use the language of time, e.g. suddenly, after that
- C2Wt3 Link ideas in sections, grouped by content
- C2Wt4 Use a variety of simple organisational devices in non-fiction, e.g. headings, captions

Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- C2Wp1 Write in clear sentences using capital letters, full stops and question marks
- C2Wp2 Find alternatives to and/then in developing a narrative and connecting ideas
- C2Wp3 Use mainly simple and compound sentences, with and/but to connect ideas. Because may begin to be used in a complex sentence
- C2Wp4 Use the past and present tenses accurately (if not always consistently)
- C2Wp5 Begin to vary sentence openings, e.g. with simple adverbs
- C2Wp6 Write using a variety of sentence types

Use accurate spelling

- A2Ws1 Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly (UK2.1)
- A2Ws2 Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (UK2.1)
- A2Ws3 Learn to spell common exception words (UK2.1)
- A2Ws4 Learning to spell more words with contracted forms (UK2.2)
- A2Ws5 Learning the possessive apostrophe (singular) [for example, the girl's book] (UK2.1)
- A2Ws6 Distinguishing between homophones and near homophones (UK2.1)
- A2Ws7 Add suffixes to spell longer words, including -ment, ness, ful, -less, -ly (UK2.2, C2Ws4)
- A2Ws8 Apply spelling rules and guidance, as listed in English Appendix 1 (UK2.3)
- A2Ws9 Write from memory simple sentences dictated by the teacher including words using the GPCs, common exception words and punctuation taught so far (UK2.4)

The following superseded Cambridge spelling objectives are included for reference only:

- *C2Ws1 Learn the different common spellings of long vowel phonemes*
- *C2Ws2 Apply knowledge of phonemes and spelling patterns in writing independently as well as when writing sentences dictated by the teacher from memory*
- *C2Ws3 Secure the spelling of high frequency words and common irregular words*
- *C2Ws4 Spell words with common prefixes and suffixes, e.g. un-, dis-, -ful, -ly*

Speaking and listening

- C2SL1 Recount experiences and explore possibilities
- C2SL2 Explain plans and ideas, extending them in the light of discussion
- C2SL3 Articulate clearly so that others can hear
- C2SL4 Vary talk and expression to gain and hold the listener's attention
- C2SL5 Show awareness of the listener by including relevant details
- C2SL6 Attempt to express ideas precisely, using a growing vocabulary
- C2SL7 Listen carefully and respond appropriately, asking questions of others
- C2SL8 Demonstrate 'attentive listening' and engage with another speaker
- C2SL9 Extend experiences and ideas through role-play
- C2SL10 Begin to be aware of ways in which speakers vary talk, e.g. the use of more formal vocabulary and tone of voice
- C2SL11 Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking

Grade 3

The following genres and text types are recommended at Stage 3:

- Fiction and poetry: real life stories, myths and legends, adventure stories, poetry, plays.
- Non-fiction: letters, non-chronological reports, instructions.

Reading

Develop broad reading skills*

- C3Ro1 Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context
- C3Ro2 Read a range of story, poetry and information books and begin to make links between them
- C3Ro3 Read and comment on different books by the same author
- C3Ro4 Practise learning and reciting poems
- C3Ro5 Read aloud with expression to engage the listener
- C3Ro6 Sustain the reading of 48–64 page books, noting how a text is organised into sections or chapters
- C3Ro7 Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression
- C3Ro8 Locate information in a non-fiction text using a contents page and index
- C3Ro9 Use IT sources to locate simple information
- C3Ro10 Read and follow instructions to carry out an activity
- C3Ro11 Locate books by classification
- C3Ro12 Read playscripts and dialogue, with awareness of different voices

Demonstrate understanding of explicit meaning in texts

- C3Rx1 Answer questions with some reference to single points in a text
- C3Rx2 Scan a passage to find specific information and answer questions
- C3Rx3 Identify the main points or gist of a text

Demonstrate understanding of implicit meaning in texts

- C3Ri1 Begin to infer meanings beyond the literal, e.g. about motives and character
- C3Ri2 Infer the meaning of unknown words from their context

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- C3Rw1 Consider how choice of words can heighten meaning
- C3Rw2 Consider words that make an impact, e.g. adjectives and powerful verbs
- C3Rw3 Consider ways that information is set out on a page and on a screen, e.g. lists, charts, bullet points

* Broad reading skills are not assessed in the tests.

Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- C3Rv1 Identify the main purpose of a text
- C3Rv2 Understand and use the terms 'fact', 'fiction' and 'non-fiction'
- C3Rv3 Identify different types of stories and typical story themes

Writing

Develop broad writing skills

Handwriting

- C3Wo1 Ensure consistency in the size and proportion of letters and the spacing of words
- C3Wo2 Practise joining letters in handwriting
- C3Wo3 Build up handwriting speed, fluency and legibility
- C3Wo4 Use IT to write, edit and present work
- C3Wo5 Identify misspelt words in own writing and keep individual spelling logs
- C3Wo6 Use reading as a model for writing dialogue
- C3Wo7 Write simple sentences, dictated by the teacher, from memory
- C3Wo8 Write simple playscripts based on reading.
- C3Wo9 Use a dictionary or electronic means to find the spelling and meaning of words
- C3Wo10 Make a record of information drawn from a text, e.g. by completing a chart

Select and develop content and use register and language appropriate to genre, purpose and audience

- C3Wa1 Develop descriptions of settings in stories
- C3Wa2 Write portraits of characters

- C3Wa3 Choose and compare words to strengthen the impact of writing, including noun phrases
- C3Wa4 Explore vocabulary for introducing and concluding dialogue, e.g. said, asked
- C3Wa5 Generate synonyms for high frequency words, e.g. big, little, good
- C3Wa6 Establish purpose for writing, using features and style based on model texts
- C3Wa7 Write first-person accounts and descriptions based on observation
- C3Wa8 Write book reviews summarising what a book is about
- C3Wa9 Write and perform poems, attending to the sound of words
- C3Wa10 Write letters, notes and messages

Structure and organise ideas coherently using sections or paragraphs

- C3Wt1 Develop a range of adverbials to signal the relationship between events
- C3Wt2 Begin to organise writing in sections or paragraphs in extended stories
- C3Wt3 Plan main points as a structure for story writing

* Broad writing skills are not assessed in the tests.

Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- C3Wp1 Maintain accurate use of capital letters and full stops in showing sentences and check by reading own writing aloud
- C3Wp2 Use a wider variety of sentence types including simple, compound and some complex sentences
- C3Wp3 Continue to improve consistency in the use of tenses
- C3Wp4 Vary sentence openings, e.g. with adverbials
- C3Wp5 Recognise the use of the apostrophe to mark omission in shortened words, e.g. can't, don't
- C3Wp6 Learn the basic conventions of speech punctuation and begin to use speech marks
- C3Wp7 Use question marks, exclamation marks and commas in lists
- C3Wp8 Collect examples of nouns, verbs and adjectives, and use the terms appropriately
- C3Wp9 Identify pronouns and understand their function in a sentence
- C3Wp10 Understand that verbs are necessary for meaning in a sentence
- C3Wp11 Understand pluralisation and use the terms 'singular' and 'plural'
- C3Wp12 Know irregular forms of common verbs
- C3Wp13 Ensure grammatical agreement of pronouns and verbs in using standard English

Use accurate spelling

- A3Ws1 Use further prefixes and suffixes and understand how to add them (English Appendix 1) (UK3&4.1)
- A3Ws2 Spell further homophones (UK3&4.2)
- A3Ws3 Spell words that are often misspelt (English Appendix 1) (UK3&4.3)
- A3Ws4 Use the first two or three letters of a word to check its spelling in a dictionary (UK3&4.5)
- A3Ws5 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (UK3&4.6)

The following superseded Cambridge spelling objectives are included for reference only:

- *C3Ws1 Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics*
- *C3Ws2 Explore words that have the same spelling but different meanings (homonyms), e.g. form, wave*
- *C3Ws3 Learn rules for adding -ing, -ed, -s to verbs*
- *C3Ws4 Extend earlier work on prefixes and suffixes*
- *C3Ws5 Use and spell compound words*
- *C3Ws6 Organise words or information alphabetically using first two letters*

Speaking and listening

- C3SL1 Speak clearly and confidently in a range of contexts, including longer speaking turns
- C3SL2 Adapt tone of voice, use of vocabulary and non-verbal features for different audiences
- C3SL3 Take turns in discussion, building on what others have said
- C3SL4 Listen and respond appropriately to others' views and opinions
- C3SL5 Listen and remember a sequence of instructions
- C3SL6 Practise to improve performance when reading aloud
- C3SL7 Begin to adapt movement to create a character in drama
- C3SL8 Develop sensitivity to ways that others express meaning in their talk and non-verbal communication

Grade 4

The following genres and text types are recommended at Stage 4:

- Fiction and poetry, including examples from other cultures: historical stories, stories set in imaginary worlds, real life stories about issues/dilemmas, poetry including imagery, plays.
- Non-fiction: newspapers and magazines, non-chronological reports, explanations, persuasive texts (including advertisements)

Reading

Develop broad reading skills

- C4Ro1 Extend the range of reading
- C4Ro2 Explore the different processes of reading silently and reading aloud
- C4Ro3 Read further stories or poems by a favourite writer, and compare them
- C4Ro4 Use knowledge of punctuation and grammar to read with fluency, understanding and expression
- C4Ro5 Identify all the punctuation marks and respond to them when reading
- C4Ro6 Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words
- C4Ro7 Read and perform playscripts, exploring how scenes are built up
- C4Ro8 Express a personal response to a text, and link characters and settings to personal experience

Demonstrate understanding of explicit meaning in texts

- C4Rx1 Retell or paraphrase events from the text in response to questions
- C4Rx2 Note key words and phrases to identify the main points in a passage
- C4Rx3 Distinguish between fact and opinion in print and IT sources
- C4Rx4 Explore explicit meanings in a text

Demonstrate understanding of implicit meaning in texts

- C4Ri1 Investigate how settings and characters are built up from details and identify key words and phrases
- C4Ri2 Explore implicit meanings in a text

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- C4Rw1 Recognise meaning in figurative language
- C4Rw2 Understand the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a ...
- C4Rw3 Understand how expressive and descriptive language creates mood
- C4Rw4 Identify adverbs and their impact on meaning
- C4Rw5 Understand the use of connectives to structure an argument, e.g. if, although
- C4Rw6 Understand how points are ordered to make a coherent argument
- C4Rw7 Understand the main stages in a story from introduction to resolution
- C4Rw8 Explore narrative order and the focus on significant events
- C4Rw9 Understand how paragraphs and chapters are used to organise ideas
- C4Rw10 Compare and contrast poems and investigate poetic features
- C4Rw11 Investigate the grammar of different sentences: statements, questions and orders

Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- C4Rv1 Identify different types of non-fiction text and their known key features
- C4Rv2 Read newspaper reports and consider how they engage the reader
- C4Rv3 Understand how persuasive writing is used to convince a reader

Writing

Develop broad writing skills

- C4Wo1 Identify syllabic patterns in multisyllabic words
- C4Wo2 Explore the layout and presentation of writing, in the context of helping it to fit its purpose
- C4Wo3 Use joined-up handwriting in all writing
- C4Wo4 Look for alternatives for overused words and expressions
- C4Wo5 Make short notes from a text and use these to aid writing
- C4Wo6 Collect and present information from non-fiction texts
- C4Wo7 Re-read own writing aloud to check punctuation and grammatical sense
- C4Wo8 Write sentences, dictated by the teacher, from memory

Select and develop content and use register and language appropriate to genre, purpose and audience

- C4Wa1 Write character profiles, using detail to capture the reader's imagination

- C4Wa2 Adopt a viewpoint as a writer, expressing opinions about characters or places
- C4Wa3 Choose and compare words to strengthen the impact of writing, including some powerful verbs
- C4Wa4 Use more powerful verbs, e.g. rushed instead of went
- C4Wa5 Explore degrees of intensity in adjectives, e.g. cold, tepid, warm, hot
- C4Wa6 Elaborate on basic information with some detail
- C4Wa7 Write newspaper-style reports, instructions and non-chronological reports
- C4Wa8 Show awareness of the reader by adopting an appropriate style or viewpoint
- C4Wa9 Present an explanation or a point of view in ordered points, e.g. in a letter
- C4Wa10 Explore alternative openings and endings for stories
- C4Wa11 Summarise a sentence or a paragraph in a limited number of words

Structure and organise ideas coherently using sections or paragraphs

- C4Wt1 Explore different ways of planning stories, and write longer stories from plans
- C4Wt2 Begin to use paragraphs more consistently to organise and sequence ideas to mark meaning within sentences
- C4Wp3 Experiment with varying tenses in texts, e.g. in dialogue
- C4Wp4 Understand past and present tenses and future forms of verbs
- C4Wp5 Understand all parts of the verb to be and know when to use each one
- C4Wp6 Use a range of end-of-sentence punctuation with accuracy
- C4Wp7 Use speech marks and begin to use other associated punctuation
- C4Wp8 Learn the use of the apostrophe to show possession, e.g. girl's, girls'

Use accurate spelling

By the end of Grade 4, children should:

- A4Ws1 Use further prefixes and suffixes and understand how to add them (UK3&4.1)
- A4Ws2 Spell further homophones (UK3&4.2)
- A4Ws3 Spell words that are often misspelt (English Appendix 1) (UK3&4.3)
- A4Ws4 Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- A4Ws5 Use the first two or three letters of a word to check its spelling in a dictionary (UK3&4.5)
- A4Ws6 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (UK3&4.6)

The following superseded Cambridge spelling objectives are included for reference only:

- *C4Ws1 Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes*

- *C4Ws2 Investigate spelling patterns; generate and test rules that govern them*
- *C4Ws3 Check and correct spellings and identify words that need to be learned*
- *C4Ws4 Spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough*
- *C4Ws5 Revise rules for spelling words with common inflections, e.g. -ing, -ed, -s*
- *C4Ws6 Extend earlier work on prefixes and suffixes*
- *C4Ws7 Match spelling to meaning when words sound the same (homophones), e.g. to/two/too, right/write*
- *C4Ws8 Use all the letters in sequence for alphabetical ordering*
- *C4Ws9 Build words from other words with similar meanings, e.g. medical, medicine*
- *C4Ws10 Collect and classify words with common roots, e.g. invent, prevent*

Speaking and listening

- C4SL1 Organise ideas in a longer speaking turn to help the listener
- C4SL2 Vary use of vocabulary and level of detail according to purpose
- C4SL3 Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments
- C4SL4 Deal politely with opposing points of view
- C4SL5 Listen carefully in discussion, contributing relevant comments and questions
- C4SL6 Adapt the pace and loudness of speaking appropriately when performing or reading aloud
- C4SL7 Adapt speech and gesture to create a character in drama
- C4SL8 Comment on different ways that meaning can be expressed in own and others' talk

Grade 5

The following genres and text types are recommended at Stage 5:

- Fiction and poetry: novels and longer stories, fables, myths and legends, stories from other cultures, older literature including traditional tales, poetry, plays including film narrative and dramatic conventions.
- Non-fiction: non-chronological reports, explanations, recounts (including biography), persuasive texts.

Reading

Develop broad reading skills*

- C5Ro1 Skim read to gain an overall sense of a text and scan for specific information
- C5Ro2 Compare and evaluate the print and film versions of a novel or play
- C5Ro3 Compare dialogue and dramatic conventions in film narrative
- C5Ro4 Read and perform narrative poems
- C5Ro5 Read poems by significant poets and compare style, forms and themes
- C5Ro6 Investigate the origin and appropriate use of idiomatic phrases

Demonstrate understanding of explicit meaning in texts

- C5Rx1 Look for information in non-fiction texts to build on what is already known
- C5Rx2 Extract key points and group and link ideas
- C5Rx3 Locate information confidently and efficiently from different sources

Demonstrate understanding of implicit meaning in texts

- C5Ri1 Provide accurate textual reference from more than one point in a story to support answers to questions
- C5Ri2 Identify the point of view from which a story is told

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- C5Rw1 Comment on a writer's use of language and explain reasons for the writer's choices
- C5Rw2 Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal
- C5Rw3 Discuss metaphorical expressions and figures of speech
- C5Rw4 Understand clauses within sentences and how they are connected

- C5Rw5 Compare the structure of different stories
- C5Rw6 Understand the difference between direct and reported speech
- C5Rw7 Learn how dialogue is set out and punctuated
- C5Rw8 Identify unfamiliar words, explore definitions and use new words in context
- C5Rw9 Understand the use of impersonal style in explanatory texts
- C5Rw10 Understand conventions of standard English, e.g. agreement of verbs

Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- C5Rv1 Read and evaluate non-fiction texts for purpose, style, clarity and organisation
- C5Rv2 Explore the features of texts which are about events and experiences, e.g. diaries
- C5Rv3 Compare writing that informs and persuades
- C5Rv4 Note the use of persuasive devices, words and phrases in print and other media
- C5Rv5 Read and identify characteristics of myths, legends and fables
- C5Rv6 Read widely and explore the features of different fiction genres
- C5Rv7 Consider how a writer expresses their own point of view, e.g. how characters are presented

Writing

Develop broad writing skills

- C5Wo1 Recognise a range of less common letter strings in words which may be pronounced differently
- C5Wo2 Evaluate own and others' writing
- C5Wo3 Use dictionaries efficiently and carry out IT spell checks
- C5Wo4 Make notes for different purposes, using simple abbreviations and writing 'in your own words'
- C5Wo5 Practise fast, fluent and legible handwriting styles for different purposes

Select and develop content and use register and language appropriate to genre, purpose and audience

- C5Wa1 Use imagery and figurative language to evoke imaginative response
- C5Wa2 Maintain a consistent viewpoint when writing
- C5Wa3 Use a more specialised vocabulary to match the topic
- C5Wa4 Choose words and phrases carefully to convey feeling and atmosphere
- C5Wa5 Collect synonyms and opposites and investigate shades of meaning
- C5Wa6 Use a thesaurus to extend vocabulary and choice of words
- C5Wa7 Write non-chronological reports and explanations

- C5Wa8 Write new scenes or characters into a story, or write from another viewpoint
- C5Wa9 Draft and write letters for real purposes
- C5Wa10 Write own versions of legends, myths and fables, using structures from reading
- C5Wa11 Write a playscript, including production notes to guide performance
- C5Wa12 Write a commentary on an issue, setting out and justifying a personal view
- C5Wa13 Record ideas, reflections and predictions about books, e.g. in a reading log
- C5Wa14 Practise proofreading and editing own writing for clarity and correctness
- C5Wa15 Review, revise and edit writing in order to improve it, using IT as appropriate

Structure and organise ideas coherently using sections or paragraphs

- C5Wt1 Map out writing to plan structure, e.g. paragraphs, sections, chapters
- C5Wt2 Use pronouns, making clear to what or to whom they refer
- C5Wt3 Begin to establish links between paragraphs using adverbials

Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- C5Wp1 Use an increasing range of subordinating connectives
- C5Wp2 Combine simple sentences and re-order clauses to make compound and complex sentences
- C5Wp3 Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences
- C5Wp4 Begin to set out dialogue appropriately, using a range of punctuation
- C5Wp5 Identify prepositions and use the term preposition
- C5Wp6 Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue
- C5Wp7 Use apostrophes for both possession and shortened forms
- C5Wp8 Spell and make correct use of possessive pronouns, e.g. their, theirs, my, mine

Use accurate spelling

By the end of Grade 5, children should:

- A5Ws1 Use further prefixes and suffixes and understand the guidance for adding them
- A5Ws2 Spell some words with 'silent' letters
- A5Ws3 Continue to distinguish between homophones and other words which are often confused
- A5Ws4 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

- A5Ws5 Use dictionaries to check the spelling and meaning of words
- A5Ws6 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- A5Ws7 Use a thesaurus.

The following superseded Cambridge spelling objectives are included for reference only:

- *C5Ws1 Investigate the spelling of word-final unstressed vowels, e.g. the unstressed 'er' at the end of butter and unstressed 'ee' at the end of city*
- *C5Ws2 Learn spelling rules for words ending in -e and -y, e.g. take/taking, try/tries*
- *C5Ws3 Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. -full/-ful*
- *C5Ws4 Use known spellings to work out the spelling of related words*
- *C5Ws5 Use effective strategies for learning new spellings and misspelt words*
- *C5Ws6 Identify 'silent' vowels in polysyllabic words, e.g. library, interest*
- *C5Ws7 Investigate spelling patterns for pluralisation, e.g. -s, -es, -y/-ies, -f/-ves*
- *C5Ws8 Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants*
- *C5Ws9 Understand ways of creating opposites, e.g. un-, im- and comparatives, e.g. -er, -est*
- *C5Ws10 Understand grammatical homophones, e.g. they're, their, there*
- *C5Ws11 Identify word roots and derivations to support spelling and vocabulary, e.g. sign, signal, signature*

Speaking and listening

- C5SL1 Shape and organise ideas clearly when speaking to aid the listener
- C5SL2 Prepare and present an argument to persuade others to adopt a point of view
- C5SL3 Talk confidently in extended turns and listen purposefully in a range of contexts, responding to guidance about, and feedback on, the quality of contributions
- C5SL4 Begin to adapt non-verbal gestures and vocabulary to suit content and audience
- C5SL5 Describe events and convey opinions with increasing clarity and detail
- C5SL6 Recall and discuss important features of a talk, possibly contributing new ideas
- C5SL7 Ask questions to develop ideas and extend understanding
- C5SL8 Report back to a group, using notes to present findings about a topic studied.

Evaluate what is heard and give reasons for agreement or disagreement

- C5SL9 Take different roles and responsibilities within a group
- C5SL10 Convey ideas about characters in drama through deliberate choice of speech, gesture and movement

- C5SL11 Begin to discuss how and why language choices vary in different situations

Grade 6

The following genres and text types are recommended at Stage 6:

- Fiction: various genres including science fiction, extended narratives, stories with flashbacks, poetry including imagery, plays.
- Non-fiction: a range of forms and impersonal writing including recounts (biography, autobiography, diaries), non-chronological reports (journalistic writing), explanations, arguments, discussions.

Reading

Develop broad reading skills

C6Ro1 Articulate personal responses to reading, with close reference to the text

C6Ro2 Understand different word classes

C6Ro3 Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text

Demonstrate understanding of explicit meaning in texts

C6Rx1 Distinguish between fact and opinion in a range of texts and other media

C6Rx2 Paraphrase explicit meanings based on information from more than one point in the text

Demonstrate understanding of implicit meaning in texts

- C6Ri1 Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented
- C6Ri2 Look for implicit meanings, and make plausible inferences from more than one point in the text

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- C6Rw1 Comment on a writer's use of language, demonstrating awareness of its impact on the reader
- C6Rw2 Explore proverbs, sayings and figurative expressions
- C6Rw3 Analyse the success of writing in evoking particular moods, e.g. suspense
- C6Rw4 Begin to show awareness of the impact of a writer's choices of sentence length and structure
- C6Rw5 Understand the use of conditionals, e.g. to express possibility
- C6Rw6 Discuss and express preferences in terms of language, style and themes
- C6Rw7 Understand aspects of narrative structure, e.g. the handling of time

- C6Rw8 Analyse how paragraphs and chapters are structured and linked
- C6Rw9 Read and interpret poems in which meanings are implied or multi-layered
- C6Rw10 Explore the how poets manipulate and play with words and their sounds
- C6Rw11 Explore the use of active and passive verbs within a sentence
- C6Rw12 Understand changes over time in words and expressions and their use
- C6Rw13 Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets

Writing

Develop broad writing skills

- C6Wo1 Continue to learn words, apply patterns and improve accuracy in spelling
- C6Wo2 Use handwriting and IT effectively, making appropriate choices of presentation, to prepare writing for publication
- C6Wo3 Develop a personal handwriting style to write legibly, fluently and with increasing speed, choosing the writing implement that is best suited for a task

Select and develop content and use register and language appropriate to genre, purpose and audience

- C6Wa1 Establish and maintain a clear viewpoint, with some elaboration of personal voice
- C6Wa2 Develop some imaginative detail through careful use of vocabulary and style
- C6Wa3 Explore definitions and shades of meaning and use new words in context
- C6Wa4 Use the styles and conventions of journalism to write reports on events
- C6Wa5 Write a balanced report of a controversial issue
- C6Wa6 Develop skills of writing biography and autobiography
- C6Wa7 Adapt the conventions of a text type for a particular purpose
- C6Wa8 Select appropriate non-fiction style and form to suit specific purposes
- C6Wa9 Write non-chronological reports linked to work in other subjects
- C6Wa10 Summarise a passage, chapter or text in a given number of words
- C6Wa11 Argue a case in writing, developing points logically and convincingly
- C6Wa12 Use different genres as models for writing

Structure and organise ideas coherently using sections or paragraphs

- C6Wt1 Plan plot, characters and structure effectively in writing an extended story
- C6Wt2 Use paragraphs, sequencing and linking them appropriately to support overall development of the text
- C6Wt3 Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning

- C6Wt4 Use a range of devices to support cohesion within paragraphs
- C6Wt5 Use connectives to structure an argument or discussion

Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- C6Wp1 Use a wide range of connectives to clarify relationships between ideas, e.g. however, therefore, although
- C6Wp2 Develop grammatical control of complex sentences, manipulating them for effect
- C6Wp3 Distinguish the main clause and other clauses in a complex sentence
- C6Wp4 Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences
- C6Wp5 Punctuate speech and use apostrophes accurately

Use accurate spelling

By the end of Grade 6, children should:

- A5Ws1 Use further prefixes and suffixes and understand the guidance for adding them
- A5Ws2 Spell some words with 'silent' letters
- A5Ws3 Continue to distinguish between homophones and other words which are often confused
- A5Ws4 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
- A5Ws5 Use dictionaries to check the spelling and meaning of words
- A5Ws6 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- A5Ws7 Use a thesaurus.

The following superseded Cambridge spelling objectives are included for reference only⁶:

- *C6Ws1 Learn word endings with different spellings but the same pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence⁷*
- *C6Ws2 Use correct choices when representing consonants, e.g. 'ck'/'k'/'ke'/'que'/'ch'; 'ch'/'tch'; 'j'/'dj'/'dje'*
- *C6Ws3 Further investigate spelling rules and exceptions, including representing unstressed vowels*

⁶

⁷ Some of these endings will have been learnt in Grade 3 and 4.

- *C6Ws4 Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. im, in, ir, il; ad, ap, af, al and knowing when to use double consonants*
- *C6Ws5 Know how to transform meaning with prefixes and suffixes*
- *C6Ws6 Explore word origins and derivations and the use of words from other languages*
- *C6Ws7 Investigate meanings and spellings of connectives*

Speaking and listening

- C6SL1 Express and explain ideas clearly, making meaning explicit and respond to guidance about, and feedback on, the quality of contributions
- C6SL2 Use spoken language well to persuade, instruct or make a case, e.g. in a debate
- C6SL3 Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context
- C6SL4 Structure talk to aid a listener's understanding and engagement
- C6SL5 Speak confidently in formal and informal contexts
- C6SL6 Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas
- C6SL7 Help to move group discussion forward, e.g. by clarifying, summarising
- C6SL8 Prepare, practise and improve a spoken presentation or performance
- C6SL9 Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement
- C6SL10 Reflect on variations in speech, and appropriate use of standard English

Grade 7

The following genres and text types are recommended at Stage 7:

- Fiction and poetry: suspense and horror stories, sci-fi and fantasy novels, contemporary folk and fairy-tales, short stories (including those set in different times and places), older literature (including drama), narrative and non-narrative poems, significant poems from before 1900.
- Non-fiction: contemporary biography, autobiography, letters and diaries, journalistic writing / writing with bias, news websites.

Reading

Develop broad reading skills

- C7Ro1 Give an informed personal response to a text and provide some textual reference in support
- C7Ro2 Understand how readers make choices about the texts they like reading, e.g. by author or genre

Demonstrate understanding of explicit meaning in texts

- C7Rx1 Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning
- C7Rx2 Select, collate and summarise ideas from texts, using notes where relevant

Demonstrate understanding of implicit meaning in texts

- C7Ri1 Use inference and deduction to recognise implicit meanings

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- C7Rw1 Comment on a writer's use of language, demonstrating an understanding of the implications of their use of vocabulary
- C7Rw2 Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language
- C7Rw3 Show awareness of poets' use of language and its intended impact on the reader
- C7Rw4 Use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre' in discussion about texts

- C7Rw5 Comment on the use of formal and informal language and discuss the writer's motivation for making the choice
- C7Rw6 Show awareness of the reasons for using long and short sentences
- C7Rw7 Comment on how the choice of sentences and variety of sentence openings control pace and meaning
- C7Rw8 Explore the variety and range of ways in which the content of texts can be organised, structured and combined

Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- C7Rv1 Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text
- C7Rv2 Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing
- C7Rv3 Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written
- C7Rv4 Explore the range of different ways writers use layout, form and presentation in a variety of texts

Writing

Develop broad writing skills

- C7Wo1 Practise note-taking using different styles for different purposes
- C7Wo2 Use a dictionary and thesaurus effectively to further develop vocabulary

Select and develop content and use register and language appropriate to genre, purpose and audience

- C7Wa1 Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas
- C7Wa2 Create an effect by using some of the key linguistic and literary techniques used by writers
- C7Wa3 Begin to develop character and voice in fiction writing
- C7Wa4 Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment
- C7Wa5 Understand and use degrees of formality in a range of texts according to context, purpose and audience
- C7Wa6 Write to express a personal viewpoint
- C7Wa7 Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience

- C7Wa8 Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary
- C7Wa9 Understand the conventions of standard English and how to use them consistently in writing

Structure and organise ideas coherently using sections or paragraphs

- C7Wt1 Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively
- C7Wt2 Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases

Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- C7Wp1 Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects
- C7Wp2 Provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. by using a range of features, e.g. varying sentence length and structure
- C7Wp3 Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing
- C7Wp4 Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases
- C7Wp5 Use correct grammar, including articles, word order and tense in a range of genres and text types
- C7Wp6 Clarify relationships between ideas with an accurate and increased use of connectives
- C7Wp7 Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and dialogue

Use accurate spelling

- C7Ws1 Spell correctly most commonly used words with regular patterns
- C7Ws2 Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns

Speaking and listening

- C7SL1 Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade
- C7SL2 Shape talk for clarity and effect and to engage a listener

- C7SL3 Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince an audience
- C7SL4 Practise speaking fluently and clearly at an appropriate pace and volume
- C7SL5 Develop the ability to listen courteously to others and be sensitive to turn-taking
- C7SL6 Make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims
- C7SL7 Work effectively in solo, paired and group assignments, including role-play
- C7SL8 Show insight into texts and issues through choice of speech, gesture and movement, within role-play
- C7SL9 Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations

Long Term Plan Overview

Overview of the English taught programme of study by term, for Grade 1 to 7, taken from the Cambridge Schemes of Work. Please see Schemes of Work for more details.

Grade	Term 1	Term 2	Term 3
Grade 1	<p>Unit 1A: Stories with familiar settings Reading, and retelling stories with familiar settings and writing a similar story.</p> <p>Unit 1B: Signs, labels, instructions Reading and writing instructions.</p> <p>Unit 1C: Simple rhymes Reading and writing simple rhymes.</p>	<p>Unit 2A: Traditional tales Reading, and retelling traditional tales and writing a similar story.</p> <p>Unit 2B: Dictionaries and non-chronological reports Using simple dictionaries, and reading, retelling and writing non-chronological reports.</p> <p>Unit 2C: More simple rhymes Reading, reciting and writing simple rhymes.</p>	<p>Unit 3A: Fantasy stories Reading and retelling and stories in fantasy worlds and writing a similar story.</p> <p>Unit 3B: Simple recounts Reading and retelling non-fiction recounts and writing a recount.</p> <p>Unit 3C: Poems and rhymes on similar themes Reading, reciting and writing poems and rhymes on similar themes.</p>
Grade 2	<p>Unit 1A: Stories with familiar settings Reading, retelling and writing stories with familiar settings.</p> <p>Unit 1B: Instructions Reading, analysing and writing instructions.</p> <p>Unit 1C: Poems with familiar settings Reading, learning and reciting poems with familiar settings.</p>	<p>Unit 2A: Traditional tales from different cultures Reading, retelling and writing traditional tales and stories from other cultures.</p> <p>Unit 2B: Dictionaries and explanations Using dictionaries and reading and writing explanations.</p> <p>Unit 2C: Poems by significant poets Reading, learning and reciting poems by significant poets.</p>	<p>Unit 3A: Stories by significant children's authors Reading and retelling stories by significant children's authors and writing a story.</p> <p>Unit 3B: Non-chronological reports Reading, speaking and writing non-chronological reports.</p> <p>Unit 3C: Poems with language play Reading, learning and reciting poems by significant poets and poems with language play, including humorous poems.</p>
Grade 3	<p>Unit 1A: Real life stories Reading and analysing real life stories, then planning and writing a story.</p> <p>Unit 1B: Instructions Reading and analysing instructions, then planning and writing them.</p> <p>Unit 1C: Poems based on observation and the senses; playscripts Reading and analysing poems based on observation and the senses, then writing one. Reading, analysing and writing a playscript.</p>	<p>Unit 2A: Myths and legends Reading and analysing myths and legends, then planning and writing a story.</p> <p>Unit 2B: Letters Reading and analysing letters for a variety of purposes, then planning and writing a letter.</p> <p>Unit 2C: Poems from different cultures Reading and analysing poems from different cultures, then planning and writing a poem.</p>	<p>Unit 3A: Adventure stories Reading and analysing adventure stories, then planning and writing one.</p> <p>Unit 3B: Non-chronological reports Reading and analysing non-chronological reports, then planning and writing a report.</p> <p>Unit 3C: Humorous poems Reading and analysing humorous poems, then planning and writing one.</p>
Grade 4	<p>Unit 1A: Historical fiction Reading and analysing</p>	<p>Unit 2A: Fantasy stories Reading and analysing fantasy</p>	<p>Unit 3A: Stories with issues and dilemmas</p>

	<p>historical fiction, then planning and writing a story in a historical setting.</p> <p>Unit 1B: Non-chronological reports Reading and analysing non-chronological reports, then planning and writing a report.</p> <p>Unit 1C: Playscripts Reading and analysing playscripts, then planning and writing a playscript.</p>	<p>stories, then planning and writing a story.</p> <p>Unit 2B: News reports Reading and analysing news reports, then planning and writing a report.</p> <p>Unit 2C: Poems from different times and cultures Reading and analysing poems from different times and cultures, then planning and writing a poem.</p>	<p>Reading and analysing real life stories that feature an issue or dilemma, then planning and writing a story.</p> <p>Unit 3B: Explanations and persuasive texts Reading and analysing explanations and persuasive texts, then planning and writing them.</p> <p>Unit 3C: Poems in a variety of forms Reading and analysing poems in a variety of forms, then planning and writing a poem.</p>
Grade 5	<p>Unit 1A: Stories by significant children’s writers Reading and analysing stories by significant children’s writers then planning and writing a story.</p> <p>Unit 1B: Non-chronological reports and explanations Reading and analysing non-chronological reports and explanations then planning and writing them.</p> <p>Unit 1C: Poems by significant poets and playscripts Reading and analysing poems and playscripts and planning and writing them.</p>	<p>Unit 2A: Traditional tales, myths, legends and fables. Reading and analysing traditional tales, including myths, legends and fables, then planning and writing a tale.</p> <p>Unit 2B: Recounts Reading, analysing and writing recounts.</p> <p>Unit 2C: Narrative poetry Reading and discussing narrative poetry and performing a poem.</p>	<p>Unit 3A: Stories from different cultures Reading and analysing stories from a variety of different cultures and writing a story.</p> <p>Unit 3B: Persuasive texts Reading and analysing persuasive texts then writing a persuasive letter and commentary.</p> <p>Unit 3C: Performance poetry Reading and discussing performance poetry and performing poems.</p>
Grade 6	<p>Unit 1A: Stories with familiar settings Reading and analysing extracts from classic children’s fiction, then planning and writing an episode in the same style.</p> <p>Unit 1B: Biography and autobiography Reading and analysing biography, autobiography and journalistic writing, then imitating the styles of writing.</p> <p>Unit 1C: A play by a significant writer Reading and discussing part of a Shakespeare play.</p>	<p>Unit 2A: Traditional tales and stories from other cultures Reading and analysing longer established stories, including suspense.</p> <p>Unit 2B: Argument and discussion Reading and analysing discursive, formal writing.</p> <p>Unit 2C: Poems by significant poets Reading and discussing a range of poetic forms.</p>	<p>Unit 3A: Stories by significant children’s authors Reading and analysing stories in which time plays a significant part, including those by significant children’s authors.</p> <p>Unit 3B: Non-chronological reports Reading and analysing reports and explanations in formal and informal writing.</p> <p>Unit 3C: Poems by significant poets and with language play Reading and discussing a range of poetic forms and themes.</p>
Grade 7	<p>Unit 1A: Horror and suspense Sentence structure and punctuation skills; structural, narrative, genre, literary and grammatical features of</p>	<p>Unit 2A: Non-fiction types Sentence structure and punctuation skills; structural, presentational, linguistic features and conventions of a range of non-fiction text types –</p>	<p>Unit 3A: Exploring pre-20th century fiction Narrative structure, themes, literary, rhetorical and grammatical features; social, cultural and historical</p>

	<p>horror and suspense texts; learners to write horror/suspense extract, using conventions and features.</p> <p>Unit 1B: Poetry – narrative and non-narrative Straightforward structural, thematic, stylistic and literary features of narrative poems; drama and role-play; structural and literary features of non-narrative poems; written responses to poems.</p> <p>Unit 1C: Getting to grips with genre Genre features of science fiction, fantasy, contemporary folk and fairy tales; narrative features of short stories; personal reading preferences/habits; book reviews; individual presentations.</p>	<p>to inform, explain, argue, persuade, comment; note-taking; write own non-fiction text type using conventions.</p> <p>Unit 2B: An introduction to journalistic writing Issues of bias and viewpoint in journalistic writing / news websites; oral and written work covering features of journalistic commentary and interviews.</p> <p>Unit 2C: Contemporary non-fiction – expressing the self Straightforward thematic, structural and linguistic features of biography, autobiography, letters and diaries; written and oral work.</p>	<p>contexts; written response to a text extract, focusing on essential reading skills.</p> <p>Unit 3B: Exploring pre-20th century drama Dramatic structure, themes, literary features, rhetorical devices and grammatical features; social, cultural and historical contexts; basic performance/conventions of gesture, movement, delivery, pace; writing – short drama script/extract.</p> <p>Unit 3C: Exploring pre-20th century poetry Themes, poetic devices and linguistic devices; social, cultural and historical contexts; comparison of contemporary and pre-20th-century poems; written comparative response done in groups.</p>
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