

MANUKAU CHRISTIAN SCHOOL

**CAMBRIDGE INTERNATIONAL
PRIMARY PROGRAMME
YEARS 1 TO 6**

ENGLISH

Foreword

Primary English Curriculum Framework

Year 1: Usage

Phonics, Spelling and Vocabulary

Pupils should:

- Hear, read and write initial letter sounds
- Use knowledge of sounds to read and write consonant-vowel-consonant words
- Know the names of letters of the alphabet and alphabetic order
- Begin to use the terms 'consonant' and 'vowel' in talking about letter sounds
- Use rhyme and relate this to spelling patterns
- Recognize common word endings such as 's', 'ed' and 'ing'
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter
- Practice blending phonemes for reading, and segmenting phonemes for spelling
- Recognize and use the digraphs 'th', 'ch', 'sh'
- Identify initial and final consonant clusters (e.g. bl, cr, nd, st)
- Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai', 'oo')
- Extend vocabulary from reading

Grammar and Punctuation

Pupils should:

- Notice how punctuation (e.g. full stop, question mark, speech marks) helps to make out meaning
- Identify sentences in a text
- Know that a capital letter is used for 'I', for names and for the start of a sentence
- Know that the end of a sentence is marked with a full stop

Year 1: Reading

Pupils should:

- Read familiar and simple stories and poems, and relate words said and read
- Read a range of common words on sight
- Use knowledge of letter sounds to read simple consonant-vowel-consonant words, and to attempt other words
- Use all the information available to make sense of what is read
- Re-tell stories, with appropriate use of story language
- Learn and recite simple poems
- Join in and extend rhymes and refrains, playing with language patterns
- Read simple books independently
- Enjoy a range of books, discussing preferences
- Identify and discuss characters and dialogue
- Recognize story elements (e.g. beginning, middle and end)
- Anticipate what happens next in a story
- Read labels, lists and captions to find information
- Use alphabetic order of initial letters (e.g. to locate names and words for spelling)
- Know the parts of a book (e.g. title page, contents)
- Read and talk about own writing
- Take note of full stops in reading aloud

Year 1: Writing

Pupils should:

- Develop a comfortable and efficient pencil grip
- Form letters correctly
- Spell familiar common words accurately, drawing on sight vocabulary
- Use knowledge of sounds to write simple regular words, and to attempt other words
- Compose and write a simple sentence, with a capital letter and a full stop
- Write labels, captions, lists, questions and instructions for a purpose

- Make simple storybooks and information texts, with sentences to caption pictures
- Write a sequence of sentences retelling a familiar story or recounting an experience
- Locate information and record answers to questions (e.g. as lists, charts)

Year 1: Speaking and Listening

Pupils should:

- Speak clearly and choose words carefully
- Converse with friends, teachers and other adults
- Contribute to discussion within a group
- Take turns in speaking
- Speak confidently to a group to share an experience
- Answer questions and explain further when asked
- Listen to others and respond appropriately
- Listen carefully to questions and instructions
- Tell stories, recite, read aloud

Year 2: Usage

Phonics, Spelling and Vocabulary

Pupils should:

- Apply knowledge of phonemes effectively in reading and spelling
- Identify syllables and split familiar compound words into parts
- Learn the different spellings of long vowel phonemes
- Secure the spelling of high frequency words and common irregular words
- Spell words with common prefixes and suffixes (e.g. un, dis, ful, ly)
- Build and use collections of interesting and significant words
- Discuss the meaning of unfamiliar words encountered in reading

Grammar and Punctuation

Pupils should:

- Use knowledge of grammar in deciphering words and sentences
- Extend the use of a range of words and phrases to link sentences
- Write in clear sentences using full stops and capital letters
- Develop awareness of other punctuation, including speech marks
- Use verbs with increasing accuracy and use the past tense for narration
- Re-read own writing for sense and accuracy
- Use a variety of simple organizational devices (e.g. headings captions)
- Read and respond to question words (e.g. what, where, when, who, why)
- Use question marks

Year 2: Reading

Pupils should:

- Extend the range of common words recognized on sight
- Apply knowledge of phonemes and word parts in tackling unfamiliar words
- Use context and sentence structure to help establish meaning
- Identify and describe story settings and characters
- Predict story endings
- Read poems and comment on words and sounds, rhyme and rhythm
- Make simple inferences from the words on the page (e.g. about feelings)
- Read and follow simple instructions (e.g. in a recipe)
- Locate words by initial letter in simple dictionaries, glossaries and indexes
- Find answers to questions by reading a section of text
- Find factual information from different formats (e.g. charts, labeled diagrams)
- Scan a page to find where information is located
- Read simple fiction and non-fiction books independently

Year 2: Writing

Pupils should:

- Form letters correctly and consistently
- Practice handwriting patterns and the joining of letters
- Spell accurately the common words that can be read on sight
- Apply knowledge of phonemes and spelling patterns in writing independently
- Choose interesting words and phrases (e.g. in describing people and places)
- Find alternatives to and/then in developing a narrative and connecting ideas
- Use the language of time (e.g. suddenly, after that)
- Use the structures of familiar poems and stories in developing own writing
- Structure a story with a beginning, middle and end
- Develop stories with a setting, characters and a sequence of events
- Begin to use dialogue in stories
- Write simple evaluations of books read
- Write a list of instructions
- Recount events and experiences
- Make simple notes from a section of non-fiction text (e.g. listing key words)
- Record factual information, using simple non-fiction texts as a model

Year 2: Speaking and Listening

Pupils should:

- Show confidence in speaking to a group
- Articulate clearly so that others can hear
- Show awareness of the listener by including relevant details
- Attempt to express ideas precisely, using a growing vocabulary
- Begin to be aware of the use of more formal vocabulary and tone of voice
- Explain plans and ideas, extending them in the light of discussion
- Listen carefully and respond appropriately, asking questions of others

Year 3: Usage

Phonics, Spelling and Vocabulary

Pupils should:

- Use effective strategies to tackle unfamiliar words
- Use analogy in working out the likely spelling of words
- Practice new spellings and write them correctly in own work
- Identify mis-spelt words in own writing and keep individual spelling lists
- Use independent spelling strategies (e.g. sounding out, visual skills)
- Use a dictionary to find the spelling and meaning of words
- Extend knowledge and use of spelling patterns (e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes)
- Use and spell compound words
- Explore words that have the same spelling but different meanings (e.g. form, wave [homonyms])
- Organize words or information alphabetically using first two letters
- Explore vocabulary for introducing and concluding dialogue (e.g. said, asked)
- Generate synonyms for high frequency words (e.g. big, little, good)
- Consider how the choice of words can heighten meaning
- Infer the meaning of unknown words from the context

Grammar and Punctuation

Pupils should:

- Take account of the full range of punctuation in reading aloud
- Collect example of nouns, verbs and adjectives, and use the terms appropriately
- Understand that verbs are necessary for meaning in a sentence
- Develop consistency in the use of tenses
- Identify pronouns and understand their function in a sentence
- Ensure grammatical agreement of pronouns and verbs in using standard English
- Understand pluralization and use the terms 'singular ' and 'plural'

- Maintain accurate use of capital letters and full stops in demarcating sentences
- Use question marks, exclamation marks, and commas in lists
- Learn the basic conventions of speech punctuation and use speech marks
- Use the apostrophe to mark omission in shortened words (e.g. can't, don't)
- Use a widening range of connectives to link ideas in writing

Year 3: Reading

Pupils should:

- Read a range of story, poetry and information books
- Sustain the reading of books with chapters
- Note how text is organized in paragraphs and chapters
- Read playscripts and dialogue, with awareness of different voices
- Identify different types of stories and typical story themes
- Read and comment on different books by the same author
- Read aloud with expression to engage the listener
- Practice reading and reciting poems
- Consider words that make an impact (e.g. adjectives and powerful verbs)
- Begin to infer meanings beyond the literal (e.g. about motives and character)
- Identify the main points or gist of what has been read
- Understand and use the terms 'fact', 'fiction' and 'non-fiction'
- Scan a passage to find specific information and answer questions
- Work out what a book is about from skimming its main features
- Locate information in non-fiction texts using contents page and index
- Consider ways that information is set out (e.g. lists, charts, bullet points)
- Read and follow instructions to carry out an activity
- Locate books by classification and find information using IT sources

Year 3: Writing

Pupils should:

- Ensure consistency in the size and proportion of letters and the spacing of words
- Practice joining letters in handwriting
- Build up handwriting speed, fluency and legibility
- Plan main points as a structure for story writing
- Develop descriptions of settings in stories
- Write portraits of characters
- Use reading as a model for writing dialogue
- Begin to organize writing in paragraphs in extended stories
- Write first-person accounts and descriptions based on observation
- Write simple playscripts, based on reading
- Write and perform poems, attending to the sound of words
- Choose and compare words to strengthen the impact of writing
- Write book reviews summarizing what the book is about
- Make a record of information drawn from a text (e.g. by filling a chart)
- Write letters, notes and messages
- Use IT to write, edit and present work

Year 3: Speaking and Listening

Pupils should:

- Speak clearly and confidently in a range of contexts
- Practice to improve performance when reading aloud
- Adapt tone of voice and use of vocabulary for different audiences
- Take turns in discussion, building on what others have said
- Listen and respond appropriately to other views and opinions
- Listen and remember a sequence of instructions

Year 4: Usage

Phonics, Spelling and Vocabulary

Pupils should:

- Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words
- Make use of known spellings and spelling patterns in all writing
- Identify syllabic patterns in multi-syllabic words
- Match spelling to meaning when words sound the same (e.g. to/two/too, right/write [homophones])
- Spell words with common letter strings but different pronunciations (e.g. tough, through, trough, plough)
- Extend earlier work on prefixes and suffixes
- Collect and classify words with common roots (e.g. invent, prevent)
- Build words from other words with similar meanings (e.g. medical, medicine)
- Investigate spelling patterns; generate and test rules that govern them
- Check and correct spelling and identify words that need to be learned
- Use all the letters in sequence for alphabetical ordering
- Seek alternatives for overused words and expressions
- Use more powerful verbs (e.g. 'rushed' instead of 'went')
- Explore degrees of intensity in adjectives (e.g. cold, tepid, warm, hot)
- Recognize meaning in figurative language

Grammar and Punctuation

Pupils should:

- Re-read own writing to check punctuation and grammatical sense
- Investigate past, present and future tenses in verbs
- Identify adverbs and their impact on meaning
- Practice using commas to mark out the meaning within sentences
- Learn the use of the apostrophe to show possession (e.g. girl's, girls')
- Use connectives to structure an argument (e.g. if, although)
- Identify all the punctuation marks and respond to them when reading
- Investigate the grammar of different sentences: statements, questions and orders

Year 4: Reading

Pupils should:

- Extend the range of reading
- Read further stories or poems by a favourite author, and compare them
- Explore the different processes of reading silently and reading aloud
- Investigate how settings and characters are built up from details
- Understand the main stages in a story from introduction to resolution
- Explore narrative order and the focus on significant events
- Understand how expressive and descriptive language creates mood
- Explore the impact of imagery and figurative language in poetry and prose
- Explore implicit as well as explicit meanings within the text
- Reads and perform play scripts, exploring how scenes are built up
- Compare and contrast poems and investigate poetic features
- Identify different types of non-fiction text and their features
- Read newspaper reports and consider how they engage the reader
- Distinguish between 'fact' and 'opinion' in reading and other media
- Understand how points are ordered to make a coherent argument
- Investigate how persuasive writing is used to convince a reader
- Note key words and phrases to identify the main points in a passage
- Understand how paragraphs and chapters are used to organize ideas

Year 4: Writing

Pupils should:

- Use joined-up handwriting in all writing
- Explore different ways of planning stories, and write longer stories from plans
- Explore alternative openings and endings of stories
- Write character profiles, using detail to capture the reader's imagination
- Write newspaper-style reports, instructions and non-chronological reports
- Collect and present information from non-fiction texts
- Present an explanation or a point of view in ordered points (e.g. in a letter)
- Use paragraphs in writing to organize and sequence ideas
- Explore the layout and presentation of writing, to fit its purpose
- Make short notes from a text and use these to aid writing
- Summarize a sentence or a paragraph in a limited number of words

Year 4 Speaking and Listening

Pupils should:

- Vary the use of vocabulary and level of detail according to purpose
- Listen carefully in discussion, contributing relevant comments and questions
- Understand the gist of an account or the significant points
- Begin to develop ideas thoughtfully, and convey opinions
- Evaluate what is heard and give reasons for agreement or disagreement
- Deal politely with opposing points of view
- Adapt the pace and loudness of speaking when performing or reading aloud

Year 5: Usage

Phonics, Spelling and Vocabulary

Pupils should:

- Use effective strategies for learning new spellings and mis-spelt words
- Use known spellings to work out the spelling of related words
- Investigate spelling patterns for pluralization (e.g. s, es, y/ies, f/ves)
- Recognize common letter strings in words pronounced differently
- Investigate the meaning and spelling of common prefixes (e.g. auto, by, trans)
- Identify word roots and derivations to support spelling (e.g. sign, signal, signature)
- Spell and make correct use of possessive pronouns (e.g. their, theirs, my, mine)
- Identify unstressed vowels in polysyllabic words (e.g. carpet, interest)
- Learn spelling rules for words ending in 'e' and 'y' (e.g. take/taking, try/tries)
- Investigate ways of creating opposites (e.g. 'un', 'im') and comparatives (e.g. 'er', 'est')
- Investigate patterns in the use of single and double consonants (e.g. full/ful)
- Extend understanding of the use of adverbs to qualify verbs (e.g. in dialogue)
- Use dictionaries efficiently and carry out IT spell checks
- Collect synonyms and opposites and investigate shades of meaning
- Investigate the origin and appropriate use of idiomatic phrases
- Discuss metaphorical expressions and figures of speech
- Use a thesaurus to extend vocabulary and the choice of words
- Identify unfamiliar words, explore definitions and use new words in context

Grammar and Punctuation

Pupils should:

- Understand conventions of standard English (e.g. agreement of verbs)
- Use pronouns making clear to what or whom they refer
- Identify prepositions and use the term
- Understand the difference between direct and reported speech
- Learn how dialogue is set out and punctuated
- Use the comma to embed clauses within sentences
- Place full stops correctly at the end of complex sentences
- Investigate clauses within sentences and how they are connected
- Explore ways of combining simple sentences and re-ordering clauses
- Practice proof-reading and editing writing for clarity and correctness

Year 5: Reading

Pupils should:

- Read widely and explore the features of different fiction genres
- Read and identify characteristics of myths, legends and fables
- Analyze openings and compare the structure of different stories
- Identify the point of view from which a story is told
- Consider how the characters are presented, and their different perspectives
- Read poems by significant poets and compare style, form and themes
- Read narrative poems and perform poems in a variety of ways
- Interpret imagery, adding to understanding beyond the literal
- Read and evaluate non-fiction texts for purpose, style, clarity and organization
- Note the use of persuasive devices, words and phrases in print and other media
- Look for information in non-fiction texts to build on what is already known
- Locate information confidently and efficiently from different sources
- Skim-read to gain overall sense of a text and scan for specific information
- Develop note-making to extract key points and to group and link ideas

- Explore the features of texts which recount events and experiences (e.g. diaries)
- Understand the use of impersonal style in explanatory texts
- Compare writing that informs and persuades

Year 5: Writing

Pupils should:

- Review, revise and edit writing in order to improve it, using IT as appropriate
- Write new scenes or characters into a story, or write from another viewpoint
- Write own versions of legends, myths and fables, using structures from reading
- Choose words and phrased carefully to convey feeling and atmosphere
- Use figurative language to evoke imaginative response
- Write a playscript, including production notes to guide performance
- Make notes for different purposes, using simple abbreviations
- Understand the use of notes in writing 'in your own words'
- Map out writing to plan structure (e.g. paragraphs, sections, chapters)
- Record ideas, reflections and predictions about books (e.g. in a reading log)
- Write non-chronological reports and explanations
- Evaluate own and others' writing
- Draft and write letters for real purposes
- Write a commentary on an issue, setting out and justifying a personal view

Year 5: Speaking and Listening

Pupils should:

- Talk confidently and listen purposefully in a range of contexts
- Describe events and convey opinions with increasing clarity
- Shape and organize ideas clearly when speaking
- Recall and discuss important features of a talk

- Ask questions to develop ideas and extend understanding
- Develop confidence in performing (e.g. in a play scene)
- Report back to group, using notes to present findings about a topic studied
- Prepare and present an argument to persuade others to a point of view

Year 6: Usage

Phonics, Spelling and Vocabulary

Pupils should:

- Continue to learn words, apply patterns and pursue accuracy in spelling
- Further investigate spelling rules and exceptions
- Investigate meanings and spellings of connectives
- Develop knowledge of word roots, prefixes and suffixes to support spelling
- Explore word origins and derivations, and the use of words from other languages
- Explore definitions and shades of meaning, and use new words in context
- Understand changes over time in words and expressions and their use
- Explore proverbs, sayings and figurative expressions

Grammar and Punctuation

Pupils should:

- Revise different word classes
- Revise language conventions and grammatical features of different types of text
- Explore active and passive verbs within sentences
- Investigate the use of conditionals (e.g. to express possibilities)
- Distinguish the main clause and other clauses in a complex sentence
- Develop grammatical control of complex sentences, manipulating them for effect
- Use punctuation effectively to mark out the meaning in complex sentences

- Secure accuracy in using apostrophes and commas, and punctuating speech
- Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets
- Understand the conventions of standard English usage in different forms of writing

Year 6: Reading

Pupils should:

- Develop familiarity with the work of established authors and poets
- Discuss and express preferences in terms of language, style and themes
- Look for implicit as well as explicit meanings, and make plausible inferences
- Articulate personal responses to reading, with close reference to the text
- Analyze the success of writing in evoking particular moods (e.g. suspense)
- Take account of viewpoint in a novel, and distinguish author and narrator
- Understand aspects of narrative structure such as the handling of time
- Explore how poets manipulate and play with words and their sounds
- Read and interpret poems in which meanings are implied or multi-layered
- Compare and evaluate the print and film versions of a novel or play
- Distinguish between fact and opinion in a range of texts and other media
- Explore autobiography and biography, and first and third person narration
- Analyze how paragraphs and chapters are structured and linked
- Compare the language, style and impact of a range of non-fiction writing
- Recognize key characteristics of non-chronological report writing
- Identify features of balanced written arguments

Year 6: Writing

Pupils should:

- Use different genres as models for writing
- Plan, plot, characters and structure effectively in writing an extended story
- Develop skills of writing biography, and autobiography in role
- Use the styles and conventions of journalism to write reports on events
- Write non-chronological reports linked to work in others subjects
- Summarize a passage, chapter or text in a given number of words
- Argue a case in writing, developing ideas logically and convincingly
- Write a balanced report of a controversial issue
- Select appropriate non-fiction style and form to suit specific purposes
- Use paragraphs, sequencing and linking them appropriately, in fiction and non-fiction writing
- Use IT effectively to prepare and present writing for publication

Year 6: Speaking and Listening

Pupils should:

- Vary vocabulary, expression and tone of voice to engage the listener
- Play close attention in discussion to what others say
- Extend and follow up ideas, asking and answering questions thoughtfully
- Help to move group discussion forward (e.g. by clarifying, summarizing)
- Speak confidently in formal and informal contexts
- Prepare, practice and improve a spoken presentation or performance
- Use spoken language well to persuade, instruct or make a case (e.g. in a debate)
- Reflect on variations in speech, and appropriate use of standard English

