International Preparatory School
French Mother Tongue
Language Scope, Sequence,
and Benchmarks

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Adopted
Review

Vision
Inspiring our learners to thrive in a world of change.

Mission
Inspire, Empower, Lead
> *We will inspire our learning community through an inquiry curriculum and commitment to on-going improvement.*
> *We will empower our learning community to find solutions to real life challenges through creative and critical thinking.*
> *We will lead our learning community to promote a spirit of internationalism by thinking globally and acting locally.*

PYP Learner Profile
Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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Philosophy Statement

We believe literacy is the foundation for understanding, communication and expression. We believe developing literacy skills supports students to take action and engage with the world around them. Literacy provides students with the necessary skills to think critically, creatively and compassionately. We acknowledge that each child's literacy journey will be unique and we strive towards supporting learners to achieve their full potential.

Purpose of this document

The IPS Language Scope, Sequence and Benchmark document is used to inform our learning community about the learning of language at IPS. It provides the scope of concepts, knowledge and skills that are taught and assessed, the sequence in which these concepts, knowledge and skills are taught and assessed by year level, and what benchmarks, or criteria, all students are expected to achieve by the end of the academic year.

Many of our students are acquiring English and/or French as an additional language. Their progression through the language phases may differ from their year level. Please see the IPS Language Policy for more information about language acquisition and development.

IPS teachers use this document as a basis for their planning, teaching and assessment of student learning. Students and parents can use this document as an overview of language learning, and the IPS administration and school board can use this document as a basis for measuring student growth and school success.

This document is based on the International Baccalaureate Primary Years Programme Scope and Sequence and the 2014 British National Curriculum for Mathematics.

Learning language

The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues (Halliday 1980). An appreciation of these aspects of language learning may help teachers better understand and enhance students' learning. However, these three

aspects are so inextricably linked they are best not thought of as discrete processes.

Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. In the IB Primary Years Programme (PYP), it is recognized that the teaching of language should be in response to the previous experience, needs and interests of the student, rather than the consequence of a predetermined, prescriptive model for delivering language. Learners' needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than being presented with the learning of language as an incremental series of skills to be acquired.

Language in a transdisciplinary programme

Language is involved in all learning that goes on in a school. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts. In the "knowledge" area of the PYP, language is the most significant connecting element across the school's curriculum, both within and outside its transdisciplinary programme of inquiry. It is the school's responsibility to provide authentic contexts for language teaching and learning in all areas of the curriculum that are a reflection of, and relevant to, the community of learners, and to the educational theories underpinning the programme. In PYP schools there should be opportunities for students to negotiate their roles. Literacy, including oral and visual literacy as well as the ability to read and write, becomes increasingly important as greater demands are placed on learners as participants in the learning process.

Language provides a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. The love and enjoyment of language through the integration of literature into student inquiry is an integral part of the teaching day.

The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language is taught through the relevant, authentic context of the units of inquiry. The teacher provides language learning opportunities that support learners' inquiries and the sharing of their learning. Regardless of whether language is being taught within or outside the programme of inquiry, it is believed that purposeful inquiry is the way in which learners learn best. The starting point is always the learners' prior experience and current understanding.

Teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, allowing learners to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive

conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

The structure of the IPS Language scope, sequence, and benchmark document

Acknowledging that learning language is a developmental process, this scope, sequence, and benchmark document presents a set of developmental continuums that assist teachers in planning language learning experiences for students, and in monitoring students' development throughout the primary years. Recognizing that learners at IPS enter the programme at different ages and with varying levels of language experience, a sequence of developmental phases enables teachers to more accurately identify current levels of a student's development and plan learning experiences leading onto subsequent phases.

The **strands** of written, oral and visual language have been described separately, and are represented by four continuums: listening and speaking; viewing and presenting; reading; writing. Each strand is summarized through a list of overall expectations—generic statements that encapsulate the expected learning in a broad sense.

The four language continuums in this document have been organized into **five developmental phases** with each phase building upon and complementing the previous one. The continuums make explicit the conceptual understandings that need to be developed at each phase. Evidence of these understandings is described in the behaviours or learning outcomes associated with each phase. Bearing in mind the range of individual differences and the diversity of language learning experiences, learners are likely to display understanding and skills from more than one of the developmental phases at a time. Consequently, it is recognized that teachers will interpret this scope and sequence according to the needs of their students and their particular teaching situations. Benchmarks are included as checkpoints to ensure children are making adequate progress.

All three of the language strands are learned across and throughout the curriculum, and each strand is an integral component of language learning.

Strand	Receptive—receiving and constructing meaning	Expressive—creating and sharing meaning
Oral language	Listening ◄——————————► Speaking	

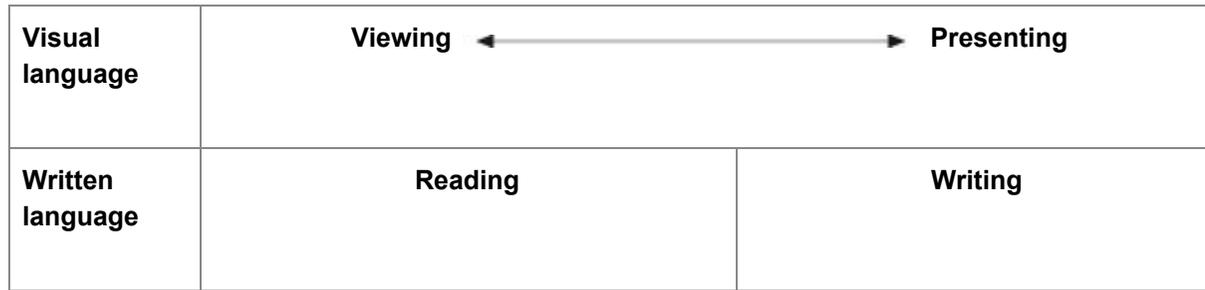| Visual language	Viewing ←————————————→ Presenting	
Written language	Reading	Writing

Figure 1

Receptive and expressive aspects of language strands

Oral language—Listening and Speaking

Listening and speaking are natural, developmental processes that infants and young children are immersed in from their earliest experiences. Almost all children arrive at school with an impressive command of their mother-tongue language. However, the expectations and approach to language development in school is often very different from the successful learning environment the child has previously experienced. In the transition from home to school, or from one school to another, it is important to acknowledge the language profile of the individual and build on previous learning in ways that are positive and productive.

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers. A balanced programme will provide meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables learners to articulate thoughts as they construct and reconstruct meaning to understand the world around them. Oral language involves recognizing and using certain types of language according to the audience and purposes (for example, the language used at home, the language of the classroom, the language of play, the language of inquiry, conversations with peers, giving instructions, interpreting creative texts, the language of fantasy, the language of different generations, of different times and places).

In an inquiry-based learning environment, oral language exposes the thinking of the learner. It is a means by which "inner speech" (Vygotsky 1999) can be communicated and shared to negotiate and construct meaning and develop deeper levels of understanding.

Overall expectations - oral language

Phase 1

Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Phase 2

Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Phase 3

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Phase 4

Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Phase 5

Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Oral Language – Speaking and Listening: Phase 1

Conceptual Understandings:
1. Spoken words connect us with others.
2. People listen and speak to share thoughts and feelings.
3. People ask questions to learn from others.

Learning Outcomes	Benchmarks	
	By the end of Nursery students are expected to:	**By the end of Reception students are expected to:**
Learners: a. use gestures, actions, body language and/or words to communicate needs and to express ideas b. listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words c. name classmates, teachers and familiar classroom and playground objects d. interact effectively with peers and adults in familiar social settings e. tell their own stories and personal experiences using words, gestures, and objects/artifacts f. repeat/echo single words g. use single words and two-word phrases in context h. join in with poems, rhymes, songs and repeated phrases in shared books	● use body language and/or words to communicate ● express ideas in a sentence ● name familiar objects and people ● follow classroom directions and routines, using context cues ● listen attentively to stories and discussions ● listen and follow one step directions using context cues	● communicate ideas to peers and teachers ● listen and respond to stories and discussions showing understanding ● interact effectively with peers and adults ● listen and repeat patterns and phrases ● listen and follow one step direction ● understand that people use different languages and use mother tongue to express themselves ● identify words that do/do not rhyme and do/do not begin with the same sound

i. understand simple questions and respond with actions or words j. follow classroom directions and routines, using context cues k. realize that people speak different languages l. use the mother tongue (with translation, if necessary) to express needs and explain ideas m. realize that word order can change from one language to another n. use own grammar style as part of the process of developing grammatical awareness		● engage in one on one communication in play situations

Oral Language – Speaking and Listening: Phase 2	
Conceptual Understandings: 1. The sounds of language are a symbolic way of representing ideas and objects. 2. People communicate using different languages. 3. Everyone has the right to speak and be listened to. 4. People use language to explore ideas and develop theories.	
Learning Outcomes	**Benchmarks**
	By the end of **Year 1** students are expected to:

Learners:
 	
  a. listen and respond in small or large groups for increasing periods of time
 	
  b. listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form
 	
  c. memorize and join in with poems, rhymes and songs
 	
  d. follow classroom instructions, showing understanding
 	
  e. describe personal experiences
 	
  f. obtain simple information from accessible spoken texts
 	
  g. distinguish beginning, medial and ending sounds of words with increasing accuracy
 	
  h. follow two-step directions
 	
  i. predict likely outcomes when listening to texts read aloud
	● communicate orally in a variety of contexts
	
	● contribute relevant ideas to discussions
	
	● ask and answer simple questions
	
	● understand and follow two step instructions
	
	● listen and respond to stories and discussions for increasing periods of time
	
	● sequence main events and ideas coherently in speech
	
	● speak at an appropriate volume and pace
	
	● articulate sounds of words with increasing accuracy
	
	● hear alphabet sounds in words (CV)

j. use language to address their needs, express feelings, opinions and explore ideas k. ask questions to gain information and respond to inquiries directed to themselves or to the class l. use oral language to communicate during classroom activities, conversations and imaginative play m. talk about the stories, writing, pictures and models they have created n. begin to communicate in more than one language o. use grammatical rules of the language(s) of instruction (learners may over generalize at this stage). p. modulate volume and intonation appropriate to the context	

Oral Language – Speaking and Listening: Phase 3

Conceptual Understandings:
1. Spoken language varies according to the purpose and audience.
2. People interpret messages according to their unique experiences and ways of understanding.
3. Spoken communication is different from written communication—it has its own set of rules.
4. People use language to explore ideas and develop theories

Learning Outcomes	Benchmarks	
	By the end of Year 2 students are expected to:	**By the end of Year 3 students are expected to:**
Learners: a. listen attentively and speak appropriately in small and large group interactions b. listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail c. pick out main events and relevant points in oral texts d. follow multi-step directions e. retell familiar stories and experience in sequence f. anticipate and predict when listening to text read aloud g. use language for a variety of personal purposes, for example, invitations	● listen attentively and responds appropriately with increasing confidence and detail ● speak clearly using simple sentence structure and basic vocabulary in informal settings ● vary volume and intonation patterns to add emphasis ● contribute to group activities by asking relevant questions ● listen to others and respond appropriately ● follow multi-step directions	● listen attentively and responds appropriately with increasing confidence and detail ● vary volume and intonation patterns to add emphasis ● contribute to group activities by asking relevant questions to clarify and enhance communication ● listen to others and respond appropriately ● follow multi-step directions ● recognize oral syntax patterns in language of instruction ***

h. express thoughts, ideas and opinions and discuss them, respecting contributions from others	● recognize oral syntax patterns in language of instruction ***	● use increasingly accurate grammar.
i. participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems	● pronounce the initial phonemes with increasing accuracy	● use language according to purpose and audience
j. use language to explain, inquire, compare and develop theories.		● use varied vocabulary
k. begin to understand that language use is influenced by its purpose and the audience		● articulate sounds of words with increasing accuracy including blends and nasal vowel sounds
l. understand and use specific vocabulary to suit different purposes		
m. hear and appreciate differences between languages		
n. maintain attention and participate actively in collaborative conversation		
o. modulate volume and intonation to add emphasis		

Note:

*basic punctuation is full stops, question marks, exclamation marks

** basic punctuation is full stops, question marks, exclamation marks, quotation marks and commas

*** Students structure their oral language to match the sentence structure of the language being spoken (organisation of verbs, pronouns etc.)

Oral Language – Speaking and Listening: Phase 4

Conceptual Understandings:
1. Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.
2. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.
3. The grammatical structures of a language enable members of a language community to communicate with each other.
4. People use language to explore ideas and develop theories.

Learning Outcomes:	Benchmarks	
	By the end of Year 4 students are expected to:	**By the end of Year 5 students are expected to:**
Learners: a. listen appreciatively and responsively, presenting their own point of view and respecting the views of others b. listen for a specific purpose in a variety of situations c. identify and expand on main ideas in familiar oral texts d. listen reflectively to stories read aloud in order to identify story structures and ideas e. understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations f. argue persuasively and defend a point of view g. explain and discuss their own writing with peers and adults h. begin to paraphrase and summarize i. organize thoughts and feelings before speaking	● listen attentively and responds appropriately with increasing confidence and detail ● present orally their own point of view and listen respectfully to the view of others ● begin to paraphrase ● deliver oral presentations individually and with others using appropriate language, voice projection and succinct information. ● use a range of specific vocabulary indicating an awareness that language is influenced by purpose, audience and context ● use grammatical structures appropriately and consistently	● listen attentively and responds appropriately with increasing confidence and detail ● present orally their own point of view and listen respectfully to the view of others ● argue persuasively to defend a point of view ● begin to paraphrase and summarize ● deliver oral presentations individually and with others using appropriate language, voice projection and succinct information. ● use a range of specific vocabulary indicating an awareness that language is

j. use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context k. realize that grammatical structures can be irregular and begin to use them appropriately and consistently l. use oral language appropriately, confidently and with increasing accuracy m. verbalize their thinking and explain their reasoning n. recognize that different forms of grammar are used in different contexts o. appreciate that language is not always used literally; understand and use the figurative language of their own culture p. ask relevant and specific questions to extend their understanding and knowledge	● appreciate that language is not always used literally; begin to understand the figurative language. ● ask relevant questions to extend their knowledge	influenced by purpose, audience and context ● use grammatical structures appropriately and consistently ● appreciate that language is not always used literally; understand the figurative language. ● ask specific questions

Oral Language – Speaking and Listening: Phase 5

Conceptual Understandings:
1. Spoken language can be used to persuade and influence people.
2. Metaphorical language creates strong visual images in our imagination.
3. Listeners identify key ideas in spoken language and synthesize them to create their own understanding.
4. People draw on what they already know in order to infer new meaning from what they hear.

Learning Outcomes:	Benchmarks
	By the end of Year 6 students are expected to:
Learners: a. participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations b. generate, develop and modify ideas and opinions through discussion c. listen and respond appropriately to instructions, questions and explanations d. infer meanings, draw conclusions and make judgments about oral presentations e. use an increasing vocabulary and more complex sentence structures with a high level of specificity f. argue persuasively and justify a point of view g. show open-minded attitudes when listening to other points of view h. paraphrase and summarize when communicating orally	● listen and respond appropriately to instructions, questions explanations and other points of view. ● use an increasing vocabulary and more complex sentence structures with a high level of specificity ● argue persuasively and justify a point of view ● paraphrase and summarize when communicating orally ● use standard grammatical structures competently ● use register, tone, voice level and intonation to enhance meaning and presentation in various contexts ● appreciate that language is not always used literally; understand and begin to use the figurative language

i. understand and use figurative language such as simile, personification and metaphor j. use oral language to formulate and communicate possibilities and theories k. use standard grammatical structures competently in appropriate situations l. use register, tone, voice level and intonation to enhance meaning m. appreciate that people speak and respond according to personal and cultural perspectives n. use speech responsibly to inform, entertain and influence others o. reflect on communication to monitor and assess their own learning. p. ask relevant questions to extend their understanding and knowledge	

Visual language – Viewing and Presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. The receptive processes (viewing) and expressive processes (presenting) are connected and allow for reciprocal growth in understanding; neither process has meaning except in relation to the other. It is important to provide a balanced programme with opportunities for students to experience both viewing and presenting. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual texts may be paper, electronic or live, observable forms of communication that are consciously constructed to convey meaning and immediately engage viewers, allowing them instant access to data. Examples of visual texts are: advertisements, brochures, computer games and programs, websites, movies, posters, signs, logos, flags, maps, charts, graphs, diagrams, illustrations, graphic organizers, cartoons and comics. Learning to interpret this data, and to understand and use different media, are invaluable life skills.

Acquiring skills related to information and communication technology (ICT) and visual texts is significant because of their persuasive influence in society. It is important to learn how visual images influence meaning and produce powerful associations that shape the way we think and feel. Opportunities that invite students to explore the function and construction of images facilitate the process of critically analysing a range of visual texts. Learning to understand and use different visual texts expands the sources of information and expressive abilities of students.

Overall Expectations - Visual language

Phase 1
Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Phase 2
Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Phase 3
Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Phase 4
Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Phase 5
Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Visual language – Viewing and Presenting: Phase 1	
Conceptual Understandings: 1. People use static and moving images to communicate ideas and information. 2. Visual texts can immediately gain our attention. 3. Viewing and talking about the images others have created helps us to understand and create our own presentations.	
Learning Outcomes:	**Benchmarks**
	By the end of Year 1 students are expected to
Learners: a. attend to visual information showing understanding through discussion, role play, illustrations b. talk about their own feelings in response to visual messages; show empathy for the way others might feel c. relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm." d. locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products e. show their understanding that visual messages influence our behaviour	● show an understanding that visual messages influence behaviour and helps organize their lives. ● interpret and make connections with static or moving images to communicate ideas, feelings and information ● observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed ● recognize ICT iconography and follow prompts to access programs or activate devices

f. connect visual information with their own experiences to construct their own meaning, for example, when taking a trip g. use body language in mime and role play to communicate ideas and feelings visually h. use a variety of implements to practise and develop handwriting and presentation skills i. observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed	

Visual language – Viewing and Presenting: Phase 2		

Conceptual Understandings:
1. Visual texts can expand our database of sources of information.
2. Visual texts provide alternative means to developing new levels of understanding.
3. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.
4. Different visual techniques produce different effects and are used to present different types of information.

Learning Outcomes	Benchmarks	
	By the end of Year 2 students are expected to:	By the end of Year 3 students are expected to:
Learners: a. view visual information and show understanding by asking relevant questions and discussing possible meaning b. discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently c. realize that visual information reflects and contributes to the understanding of context d. observe and discuss familiar and unfamiliar visual messages e. discuss personal experiences that connect with visual images f. use actions and body language to reinforce and add meaning to oral presentations g. realize that text and illustrations in reference materials work together to convey information	● discuss their own feelings and personal experience in response to visual images and messages ● understand that text and visuals in reference materials work together to convey information ● interpret actions and body language to reinforce and add meaning to oral presentations ● observe and discuss visual presentations and make connections	● begin to view visual information and show understanding of the function and impact through discussions and questioning ● discuss their own feelings and personal experience in response to visual images and messages ● understand and uses text and visuals in reference materials ● process and present information in ways that are personally meaningful ● interpret actions and body language to reinforce and add

h. view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama i. observe and discuss visual presentations		meaning to oral presentations

Visual language – Viewing and Presenting: Phase 3

Conceptual Understandings:
1. Visual texts have the power to influence thinking and behaviour.
2. Interpreting visual texts involves making an informed judgment about the intention of the message.
3. To enhance learning we need to be efficient and constructive users of the internet.

Learning Outcomes	Benchmarks	
	By the end of Year 4 students are expected to:	By the end of Year 5 students are expected to:
Learners: a. view, respond to and describe visual information, communicating understanding in oral, written and visual form b. describe personal reactions to visual messages; reflect on why others may perceive the images differently c. understand and explain how visual effects can be used to reflect a particular context d. recognize and name familiar visual texts e. interpret visual cues in order to analyse and make inferences about the intention of the message f. explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response g. identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters	● process and present information in ways that are personally meaningful ● view and interpret visual information ● Interpret visual cues to reflect on why others may perceive images differently and consider the intentions of the message ● design posters and charts, to achieve particular effects ● identify aspects of body language in a dramatic presentation and demonstrate how they are used to convey the mood and personal traits of characters	● with guidance, use the internet and appropriate ICT tools to access relevant information, ● process and present information in ways that are personally meaningful ● explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response

h. design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved i. discuss a newspaper report and tell how the words and pictures work together to convey a particular message j. prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications k. discuss and explain visual images and effects l. observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects m. realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience.		

Visual language – Viewing and Presenting: Phase 4	

Conceptual Understandings:

1. The aim of commercial media is to influence and persuade viewers.
2. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.
3. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.
4. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.

Learning Outcomes	Benchmarks
	By the end of Year 6 students are expected to:
Learners: a. view and critically analyse a range of visual texts, communicating understanding through oral, written and visual b. analyse and interpret the ways in which visual effects are used to establish context c. examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit	● demonstrate an understanding that text and illustrations in reference material, including online text, work together to reinforce each other and make meaning more explicit ● confidently navigate the internet in response to verbal and visual prompt

Written language - Reading

Reading is a developmental process that involves constructing meaning from text. The process is interactive and involves the reader's purpose for reading, the reader's prior knowledge and experience, and the text itself. It begins to happen when the young learner realizes that print conveys meaning and becomes concerned with trying to make sense of the marks on the page. The most significant contribution parents and teachers can make to success in reading is to provide a captivating range of picture books and other illustrated materials to share with beginning readers. Enthusiasm and curiosity are essential ingredients in promoting the desire to read. Children of all ages need to experience and enjoy a wide variety of interesting, informative, intriguing and creative reading materials.

Reading helps us to clarify our ideas, feelings, thoughts and opinions. Literature offers us a means of understanding ourselves and others, and has the power to influence and structure thinking. Well-written fiction provides opportunities for learners to imagine themselves in another's situation, reflecting on feelings and actions, and developing empathy. The ability to read and comprehend non-fiction is essential for the process of inquiry. As inquirers, learners need to be able to identify, synthesize and apply useful and relevant information from text. Teachers should provide a balance between fiction and non-fiction, to meet the range of learning needs and interests of their students.

Children learn to read by reading. In order to develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers

Overall expectations - written language reading

Phase 1
Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

Phase 2
Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Phase 3
Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Phase 4
Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Phase 5
Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

Written Language - Reading: Phase 1

Conceptual Understandings:
1. The sounds of spoken language can be represented visually.
2. Written language works differently from spoken language.
3. Consistent ways of recording words or ideas enable members of a language community to communicate.
4. People read to learn.
5. The words we see and hear enable us to create pictures in our minds.

Learning Outcomes:	Benchmarks
	By the end of Year 1 students are expected to:
Learners: a. understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts b. listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes c. use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed) d. read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography e. make connections between personal experience and shared text f. understand sound–symbol relationships and recognize familiar sounds/symbols/words of the language community*	● make connections between own knowledge and experience and information in texts. ● use title, illustration and knowledge of a text topic to predict meaning ● use context and information about words, letters, combination of letters and the sounds associated with them to make meaning, and use the illustrations to extend meaning ● identifies characters feelings from a story ● participates in read aloud situations ● recognise textual features ● respond to text ● make predictions at the beginning, during and the end of texts ● identify full stops and capital letters in written text ● recognise and supply rhyming words

g. have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation h. participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems i. sequence and retell familiar and / or traditional stories j. discuss the significance of the title and events, and make inferences on the basis of what is being said and done	● use a variety of strategies to unlock text (e.g. prior knowledge, visual cues, memory context cues)

Note:
* Students will be given the opportunity to:
- apply phonic knowledge to decode words
- read all GPC of the french alphabet (grapheme phoneme correspondence)

Written Language - Reading: Phase 2

Conceptual Understandings:
1. Different types of texts serve different purposes.
2. What we already know enables us to understand what we read.
3. Wondering about texts and asking questions helps us to understand the meaning.
4. The structure and organization of written language influences and conveys meaning.
5. Applying a range of strategies helps us to read and understand new texts.

Learning Outcomes	Benchmarks	
	By the end of Year 2 students are expected to:	By the end of Year 3 students are expected to:
Learners: a. develop personal preferences, selecting books for pleasure and information b. read texts fluently with accuracy and speed at an appropriate level, independently, confidently and with good understanding c. recognize a range of different text types d. identify and explain the basic structure of a story—beginning, middle and end; may use storyboards or comic strips to communicate elements e. make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses f. realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance	● read independently and respond to texts with some high frequency words and illustrations providing minimal support ● match sounds accurately to a range of letters, letter clusters and patterns ● retell events sequentially ● predict plausible endings for stories ● interpret characters' feelings ● self correct when reading and describe strategies used to gain meaning	● read independently and respond to texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary ● match sounds accurately to a range of letters, letter clusters and patterns, and work out meaning of unfamiliar phrases and words in context ● locate information for research ● retell ideas in sequence using vocabulary and phrases from the text

g. recognize and use the different parts of a book, for example, title page, contents, index h. understand sound–symbol relationships and apply reliable phonetic strategies when decoding print i. use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another j. discuss their own experiences and relate them to fiction and non-fiction texts k. participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view l. wonder about texts and ask questions to try to understand what the author is saying to the reader m. show understanding through intonation, tone, volume and action	● distinguish between factual and fictional texts ● understand the role of an author or illustrator ● read fluently with accuracy and speed ● read material fluently with accuracy and speed ● read common high frequency words without hesitation ● begin to self correct when reading ● understand how punctuation influences how we read ● retell what they have read including key points ● make inference to predict what the text will be about using textual features and known words ● suggest possible meanings for unfamiliar words by using sentence context or the beginning letter ● use phonological and phonemic knowledge for one-syllable spoken words of up to four sounds and can	● predict plausible endings for stories and infer characters' feelings ● recall plot, characters and setting of the story ● identify with a character or situation ● self-correct when reading aloud ● identify that texts are constructed by authors and distinguish between texts that represent real and imaginary experience ● explain the difference between fiction and non-fiction ● read simple texts aloud with expression and with regard to punctuation ● understand and respond to the ideas and feelings expressed in various reading materials ● identify vowel digraphs

	- blend strings of up to three sounds into words - identify initial, medial, and final consonant sounds - identify rhyming words - identify vowel sounds - begin to recognise vowel digraphs - decode written material using phonics, context and syntactic clues - comprehend the stories they read and construct meaning	
Note Year 2 * Students will be given the opportunity to: - apply phonetic knowledge to decode words - speedily read phonemes - read accurately by blending, including alternative sounds for graphemes - read multi-syllable words containing these graphemes - read exception words, noting unusual correspondences - discuss and clarify the meanings of words, linking new meanings to known vocabulary - discuss their favourite words and phrases	**Note Year 3** * Students will be given the opportunity to: - secure phonic decoding until reading is fluent - read common suffixes - apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet - read most words quickly & accurately without overt sounding and blending - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word - use dictionaries to check the meaning of words that they have read	

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Written Language - Reading: Phase 3

Conceptual Understandings:
1. Reading and thinking work together to enable us to make meaning.
2. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts.
3. Identifying the main ideas in the text helps us to understand what is important.
4. Knowing what we aim to achieve helps us to select useful reference material to conduct research.

Learning Outcomes	Benchmarks	
	By the end of Year 4 students are expected to:	**By the end of Year 5 students are expected to:**
Learners: a. read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals b. distinguish between fiction and non-fiction and select books appropriate to specific purposes c. understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters d. recognize the author's purpose, for example, to inform, entertain, persuade, instruct e. understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome f. use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility	● read and respond to longer imaginative texts, both print and electronic ● read and respond to longer informative texts, both print and electronic, that have more unfamiliar and challenging vocabulary and features ● paraphrase or retell a paragraph ● recognise and link cause and effect or consequences and infer the events that may have happened earlier ● evaluate descriptions of particular characters and events in terms of the readers' feelings	● read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features ● interpret the main ideas and purpose of texts ● make inferences from imaginative text about plot and setting ● make inferences from imaginative text about character's qualities, motives and actions ● infer meaning from material presented in informative texts

g. know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail h. as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials i. identify relevant, reliable and useful information and decide on appropriate ways to use it j. access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis k. know when and how to use the internet and multimedia resources for research	● read accurately two and three syllable words of high or moderate frequency ● accurately read informational text	● identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes ● use several strategies to locate, select and record key information from texts

Note Year 4:
* Students will be given the opportunity to:
  ● apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
  ● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
  ● use dictionaries to check the meaning of words that they have read
	Note Year 5:
	* Students will be given the opportunity to:
	  ● apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	

Written Language - Reading: Phase 4

Conceptual Understandings:
1. Authors structure stories around significant themes.
2. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.
3. Synthesizing ideas and information from texts leads to new ideas and understanding.
4. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.

Learning Outcomes:	Benchmarks
	By the end of Year 6 students are expected to:
Learners: a. read a wide range of texts confidently, independently and with understanding b. identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres c. appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing d. appreciate author's' use of language and interpret meaning beyond the literal e. understand that authors use words and literary devices to evoke mental images f. recognize and understand figurative language, for example, similes, metaphors, idioms g. make inferences and be able to justify them	● read, interpret and respond to a range of literary, everyday and media texts in print and in multimedia format that relate to less familiar contexts and themes ● identify the intended purposes of writers and how they present the attitudes and beliefs of individuals ● define and understand the structures of narratives, reports and arguments of a variety of texts. ● summarise and review sentences and paragraphs to maintain meaning ● read less familiar multi-syllabic words and work out their meaning

h. identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness i. distinguish between fact and opinion, and reach their own conclusions about what represents valid information j. use a range of strategies to solve comprehension problems and deepen their understanding of a text k. consistently and confidently use a range of resources to find information and support their inquiries l. participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding m. use the internet responsibly and knowledgeably, appreciating its uses and limitations n. locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community	

Note Year 6:
* Students will be given the opportunity to:
  ● apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

Written Language - Writing

Writing is a way of expressing ourselves. It is a personal act that grows and develops with the individual. From the earliest lines and marks of young learners to the expression of mature writers, it allows us to organize and communicate thoughts, ideas and information in a visible and tangible way. Writing is primarily concerned with communicating meaning and intention. When children are encouraged to express themselves and reveal their own "voice", writing is a genuine expression of the individual. The quality of expression lies in the authenticity of the message and the desire to communicate. If the writer has shared his or her message in such a way that others can appreciate it, the writer's intention has been achieved. Over time, writing involves developing a variety of structures, strategies and literary techniques (spelling, grammar, plot, character, punctuation, voice) and applying them with increasing skill and effectiveness. However, the writer's ability to communicate his or her intention and share meaning takes precedence over accuracy and the application of skills. Accuracy and skills grow out of the process of producing meaningful communication. Children learn to write by writing. Acquiring a set of isolated skills will not turn them into writers. It is only in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.

Overall expectations - written language writing

Phase 1
Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Phase 2
Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Phase 3
Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Phase 4
Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Phase 5
Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

Written Language - Writing: Phase 1	
Conceptual Understandings:	
1. People write to communicate.	
2. The sounds of spoken language can be represented visually (letters, symbols, characters).	
3. Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.	
4. Written language works differently from spoken language	
Learning Outcomes	**Benchmarks**
	By the end of Year 1 students are expected to:
Learners:	● write text using simple sentence structures, "I like…", "I can…"
a. enjoy writing and value their own efforts	
	● use conventional letters, groups of letters and simple punctuation such as full stops and capitals
b. write informally about their own ideas, experiences and feelings in a personal journal or diary, initially	
	● begins to form letters correctly
c. use simple sentence structures, for example, "I like …", "I can …" , "I went to …", "I am going to …"	● demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality
d. participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions	● discriminate between types of code, for example, letters, numbers, symbols, words
e. write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story	● write an increasing number of frequently used words
f. create illustrations to match their own written text	
g. demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality	
h. connect written codes with the sounds of spoken language and reflect this understanding when recording ideas	

i. form upper and lower-case letters conventionally and legibly, with an understanding as to why this is important within a language community j. discriminate between types of code, for example, letters, numbers, symbols, words k. write an increasing number of frequently used words or ideas independently l. illustrate their own writing and contribute to a class book or collection of published writing m. sequence sentences to form short narratives n. combine words to make sentences, including using 'and'	

Notes:
* Students will be given the opportunity to:
- write words containing the known graphemes of the alphabet

Written Language - Writing: Phase 2		

Conceptual Understandings:
1. We write in different ways for different purposes.
2. The structure of different types of texts includes identifiable features.
3. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.
4. Thinking about storybook characters and people in real life helps us to develop characters in our own stories.
5. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas

Learning Outcomes	Benchmarks	
	By the end of Year 2 students are expected to:	**By the end of Year 3 students are expected to:**
Learners: a. engage confidently with the process of writing b. write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading c. use graphic organizers to plan writing, for example, Mind Maps®, storyboards d. organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end e. use appropriate writing conventions, for example, word order, as required by the language(s) of instruction f. use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words g. use increasingly accurate grammatical constructs	● write short sentenced texts that include some related ideas about familiar topics with the help of reference. ● combine personal writing with supportive drawings or computer graphics ● have an awareness of the differences between spoken and written texts ● use full stops, capital letters and question marks correctly some of the time ● begin to reread what they have written and to check that it makes sense	● write texts that convey ideas and information to known audiences ● select content, form and vocabulary depending on the purpose for writing ● use appropriate structures to achieve some organisation of the subject matter ● build sentences by using pronouns, conjunctions and adverbial phrases indicating time and place ● accurately spell frequently used words ● understand the purpose of text,

h. use feedback from teachers and other students to improve their writing i. use word banks to extend their use of language j. over time, create examples of different types of writing and store them in their own writing folder k. with teacher guidance, publish written work, in handwritten form or in digital format	● identify and copy some high frequency words ● use their knowledge of some spelling patterns to generate plausible attempts at spelling unfamiliar words ● use increasingly accurate grammar (accurate sentence structures) ● distinguish sounds of words with increasing accuracy including blends	● make use of known spelling patterns to make plausible attempts at spelling unfamiliar words ● re-read their own writing and use a range of editing resources to revise and clarify meaning ● use alternate resources when spelling ● attempt to use full stops, capital letters, commas and question marks correctly ● begin to plan their writing prior to writing ● show logical sequence in writing
Note Year 2: * Students will be given the opportunity to: ● spell words containing each of the phonemes taught ● learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones ● distinguishing between homophones and near-homophones ● use the simple present and past tenses correctly ● commas in lists ● apostrophes for omission & singular possession	**Note Year 3:** * Students will be given the opportunity to: ● use the present and past tenses correctly and consistently including the progressive form ● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	

Written Language - Writing: Phase 3

Conceptual Understandings:
1. Writing and thinking work together to enable us to express ideas and convey meaning.
2. Asking questions of ourselves and others helps to make our writing more focused and purposeful.
3. The way we structure and organize our writing helps others to understand and appreciate it.
4. Rereading and editing our own writing enables us to express what we want to say more clearly.

Learning Outcomes:	Benchmarks	
	By the end of Year 4 students are expected to:	**By the end of Year 5 students are expected to:**
Learners: a. write independently and with confidence, demonstrating a personal voice as a writer b. write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing c. show awareness of different audiences and adapt writing appropriately d. select vocabulary and supporting details to achieve desired effects e. organize ideas in a logical sequence f. reread, edit and revise to improve their own writing, for example, content, language, organization g. respond to the writing of others sensitively h. use appropriate punctuation to support meaning	● write narratives which include characters, setting and plot ● use appropriate genre format to convey information / ideas for different audiences ● sequentially order information using detail or illustrative evidence ● express a point of view with supporting evidence and detail ● write a variety of simple and compound sentences ● use verb tenses correctly ● use punctuation to support meaning, including exclamation marks, as well as	● write texts containing several logically ordered paragraphs that express opinions and include ideas and information ● use appropriate genre format to convey information / ideas for different audiences ● write narratives which include characters, setting and plot ● sequentially order information using detail or illustrative evidence ● express a point of view with supporting evidence and detail ● use verb tenses correctly

i. use knowledge of written code patterns to accurately spell high-frequency and familiar words j. use a range of strategies to record words/ideas of increasing complexity k. realize that writers ask questions of themselves and identify ways to improve their writing, for example, "Is this what I meant to say?", "Is it interesting/relevant?" l. check punctuation, variety of sentence starters, spelling, presentation m. use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing n. work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors o. work independently, to produce written work that is legible and well-presented, written either by hand or in digital format	full stops, commas and question marks ● spell most one or two syllable words with regular spelling patterns ● use sound and visual patterns when attempting to spell unfamiliar words ● publish work requiring a specific form. ● Increased independence when editing their own, and peers work. ● Increased use of appropriate vocabulary in specific genres. ● write a paragraph that correctly sequences the main idea ● write compound sentences that join two events and use verb tenses correctly ● include adjectives, verbs, pronouns and nouns appropriately ● use full stops, question marks and exclamation marks correctly	● use punctuation to support meaning, including exclamation and quotation marks, as well as full stops, commas and question marks ● spell frequently used words that have less regular letter patterns, including silent letters, correctly ● spell most one or two syllable words with regular spelling patterns ● use sound and visual patterns when attempting to spell unfamiliar words ● publish work requiring a specific form ● increased independence when editing their own and peers work. ● Increased use of appropriate vocabulary in specific genres. ● write a paragraph that correctly sequences the main idea ● write compound sentences that join two events and use verb tenses correctly

	● correctly use quotation marks and commas most of the time	● include adjectives, verbs, pronouns and nouns appropriately

Note Year 4:
* Students will be given the opportunity to:
  ● extend range of sentences with more than one clause by using a wider range of conjunctions, including if, when, because, although
  ● distinguish between plural and possessive
  ● appropriate choice of pronoun or noun to create cohesion
	Note Year 5:
	* Students will be given the opportunity to:
	  ● spell some words with silent letters
	  ● use further prefixes and suffixes and understand the guidance for adding them	

Written Language - Writing: Phase 4

Conceptual Understandings:
1. Stories that people want to read are built around themes to which they can make connections.
2. Effective stories have a purpose and structure that help to make the author's intention clear.
3. Synthesising ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.
4. Knowing what we aim to achieve helps us to plan and develop different forms of writing.
5. Through the process of planning, drafting, editing and revising, our writing improves over time.

Learning Outcomes:	Benchmarks
	By the end of Year 6 students are expected to:
Learners: a. write independently and with confidence, showing the development of their own voice and style b. write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive c. adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader d. use appropriate paragraphing to organise ideas e. use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood f. use planning, drafting, editing and reviewing processes independently and with increasing competence g. vary sentence structure and length h. demonstrate an increasing understanding of how grammar works	● be aware of published work which requires specific form appropriate to the purpose, audience and context of writing ● begin to use simple figurative language and visual images ● use an increasing range of vocabulary, a variety of sentence structures ● use punctuation accurately ● use grammar correctly with evidence in different genres. ● use a range of approaches to spelling ● accurately spell an increasing range of complex words ● employ a variety of strategies for writing, including note-taking, using models, planning, editing and proofreading ● appropriately select and use a range of genres ● confidently edit their own and peers' writing ● use note-taking techniques to summarise information

i. use standard spelling for most words and use appropriate resources to check spelling	● re-write information in their own words
	● have independent legible handwriting style
j. use a dictionary confidently and effectively to check accuracy, broaden vocabulary and enrich their writing	
k. choose to publish written work in handwritten form or in digital format independently	
l. recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration	
m. identify and describe elements of a story—setting, plot, character, theme	
n. locate, organize, synthesise and present written information obtained from a variety of valid sources	
o. use a range of tools and techniques to produce written work that is attractively and effectively presented.	

Note Year 6:
* Students will be given the opportunity to:
  ● use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
  ● use further prefixes and suffixes and understand the guidance for adding them
  ● recognising vocabulary and structures that are appropriate for formal speech and writing
  ● use a range of punctuation marks to add clarity to their message

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