

Stage 1 English curriculum outline.

Phonics, spelling and vocabulary

- Hear, read and write initial letter sounds.
- Know the name and most common sound associated with every letter in the English alphabet.
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.
- Use knowledge of sounds to read and write single syllable words with short vowels.
- Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.
- Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.
- Use knowledge of sounds to write simple regular words, and to attempt other words.
- Spell familiar common words accurately, drawing on sight vocabulary.
- Use rhyme and relate this to spelling patterns.
- Recognize common word endings, e.g. -s, -ed and -ing.

Grammar and punctuation

Reading

- Pause at full stops when reading.
- Identify sentences in a text.
- Know that a capital letter is used for I, for proper nouns and for the start of a sentence.

Writing

- Mark some sentence endings with a full stop.
- Write sentence structures joined by and.

Reading

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

Fiction and poetry: real life stories, traditional tales from different cultures, fantasy stories, poetry and plays.

Non-fiction: non-chronological report, simple recount, instructions.

Fiction and poetry

- Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.
- Know that in English, print is read from left to right and top to bottom.
- Read a range of common words on sight.
- Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.
- Read aloud from simple books independently.
- Anticipate what happens next in a story.
- Talk about events in a story and make simple inferences about characters and events to show understanding.
- Recognize story elements, e.g. beginning, middle and end.
- Retell stories, with some appropriate use of story language.
- Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.
- Enjoy a range of books, discussing preferences.
- Make links to own experiences.
- Learn and recite simple poems.
- Join in and extend rhymes and refrains, playing with language patterns.

Non-fiction

- Read labels, lists and captions to find information.
- Know the parts of a book, e.g. title page, contents.
- Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.
- Read and talk about own writing.

Writing

Fiction

- Write simple stories with sentences to caption pictures.
- Write a sequence of sentences retelling a familiar story or recounting an experience.
- Begin to use some formulaic language, e.g. Once upon a time.
- Compose and write a simple sentence with a capital letter and a full stop.
- Use relevant vocabulary.

Non-fiction

- Write for a purpose using some basic features of text type.
- Write simple information texts with labels, captions, lists, questions and instructions for a purpose.
- Record answers to questions, e.g. as lists, charts.

Presentation

- Develop a comfortable and efficient pencil grip.
- Form letters correctly.

Speaking and listening

- Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.

- Converse audibly with friends, teachers and other adults.
- Show some awareness of the listener through non-verbal communication.
- Answer questions and explain further when asked.
- Speak confidently to a group to share an experience.
- Take turns in speaking.
- Listen to others and respond appropriately.
- Listen carefully to questions and instructions.
- Engage in imaginative play, enacting simple characters or situations.
- Note that people speak in different ways for different purposes and meanings.

Stage 2 English curriculum outline.

Phonics, spelling and vocabulary

- Learn the different common spellings of long vowel phonemes.
- Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.
- Apply knowledge of phonemes and spelling patterns in writing independently.
- Secure the spelling of high frequency words and common irregular words.
- Identify syllables and split familiar compound words into parts.
- 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.
- Choose interesting words and phrases, e.g. in describing people and places.

Grammar and punctuation

Reading

- Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.
- Read and respond to question words, e.g. what, where, when, who, why.

Writing

- Write in clear sentences using capital letters, full stops and question marks.
- Use past and present tenses accurately but not always consistently.

- Use mainly simple and compound sentences, with and/but used to connect ideas. Because may begin to be used in a complex sentence.
- Begin to vary sentence openings, e.g. with simple adverbs.
- Use a variety of simple organizational devices in non-fiction, e.g. headings, captions.
- Begin to re-read own writing for sense and accuracy.

Reading

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

Fiction and poetry: real life stories, traditional tales from different cultures, different stories by the same author, longer stories, poetry and plays.

Non-fiction: non-chronological report, instructions, explanation, reference texts.

Fiction and poetry

- Extend the range of common words recognized on sight.
- Use phonics as the main method of tackling unfamiliar words.
- Read aloud with increased accuracy, fluency and expression.
- Identify and describe story settings and characters, recognising that they may be from different times and places.
- Predict story endings.
- Make simple inferences from the words on the page, e.g. about feelings.
- Talk about what happens at the beginning, in the middle or at the end of a story.
- Comment on some vocabulary choices, e.g. adjectives.
- Begin to develop likes and dislikes in reading.
- Read poems and comment on words and sounds, rhyme and rhythm.

Non-fiction

- 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, labelled diagrams.
- Identify general features of known text types.
- Show some awareness that texts have different purposes.
- Explore a variety of non-fiction texts on screen.

Writing

Fiction

- Develop stories with a setting, characters and a sequence of events.
- Structure a story with a beginning, middle and end.
- Link ideas in sections, grouped by content.
- Find alternatives to and/then in developing a narrative and connecting ideas.
- Write with a variety of sentence types.
- Use the structures of familiar poems and stories in developing own writing.
- Begin to use dialogue in stories.
- Use the language of time, e.g. suddenly, after that.
- Choose some interesting words and phrases, e.g. in describing people and places.

Non-fiction

- Write simple evaluations of books read.
- Write instructions and recount events and experiences.

- Use features of chosen text type.
- Use simple non-fiction texts as a model for writing.
- Make simple notes from a section of non-fiction texts, e.g. listing key words.

Presentation

- Form letters correctly and consistently.
- Practice handwriting patterns and the joining of letters.

Speaking and listening

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

Stage 3 English curriculum outline.

Phonics, spelling and vocabulary

- Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.
- Use and spell compound words.
- Know irregular forms of common verbs.
- Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics.
- Learn rules for adding -ing, -ed, -s to verbs.
- Extend earlier work on prefixes and suffixes.
- Explore words that have the same spelling but different meanings (homonyms), e.g. form, wave.
- Use a dictionary or electronic means to find the spelling and meaning of words.
- Organize words or information alphabetically using first two letters.
- Identify misspelt words in own writing and keep individual spelling logs.
- Consider how choice of words can heighten meaning.
- Infer the meaning of unknown words from the context.
- Explore vocabulary for introducing and concluding dialogue, e.g. said, asked.
- Generate synonyms for high frequency words, e.g. big, little, good.

Grammar and punctuation

Reading

- Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.
- Recognize the use of the apostrophe to mark omission in shortened words, e.g. can't, don't.
- Collect examples of nouns, verbs and adjectives, and use the terms appropriately.
- Identify pronouns and understand their function in a sentence.
- Understand that verbs are necessary for meaning in a sentence.
- Understand pluralization and use the terms 'singular' and 'plural'.

Writing

- Maintain accurate use of capital letters and full stops in showing sentences.
- Learn the basic conventions of speech punctuation and begin to use speech marks.
- Use question marks, exclamation marks, and commas in lists.
- Continue to improve consistency in the use of tenses.
- Ensure grammatical agreement of pronouns and verbs in using standard English.
- Use a wider variety of sentence types including simple, compound and some complex sentences.
- Begin to vary sentence openings, e.g. with simple adverbs.

Reading

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

Fiction and poetry: real life stories, myths and legends, adventure stories, poetry and plays.

Non-fiction: letters, reports, instructions, reference texts.

Fiction and poetry

- Sustain the reading of 48 and 64 page books, noting how a text is organized into sections or chapters.
- Read aloud with expression to engage the listener.
- Answer questions with some reference to single points in a text.
- Begin to infer meanings beyond the literal, e.g. about motives and character.
- Identify different types of stories and typical story themes.
- Identify the main points or gist of a text.
- Consider words that make an impact, e.g. adjectives and powerful verbs.
- Understand and use the terms ‘fact’, ‘fiction’ and ‘non-fiction’.
- Read a range of story, poetry and information books and begin to make links between them.
- Read and comment on different books by the same author.
- Read play-scripts and dialogue, with awareness of different voices.
- Practice learning and reciting poems.

Non-fiction

- Scan a passage to find specific information and answer questions.
- Locate information in non-fiction texts using contents page and index.
- Read and follow instructions to carry out an activity.
- Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.
- Locate books by classification.
- Identify the main purpose of a text.
- Use ICT sources to locate simple information.

Writing

Fiction

- Write first-person accounts and descriptions based on observation.
- Develop descriptions of settings in stories.
- Write portraits of characters.
- Write simple play-scripts based on reading.
- Plan main points as a structure for story writing.
- Begin to organize writing in sections or paragraphs in extended stories.
- Develop range of adverbials to signal the relationship between events.
- Use reading as a model for writing dialogue.
- Write and perform poems, attending to the sound of words.
- Choose and compare words to strengthen the impact of writing, including noun phrases.

Non-fiction

- Write book reviews summarizing what a book is about.
- Establish purpose for writing, using features and style based on model texts.
- Write letters, notes and messages.
- Make a record of information drawn from a text, e.g. by completing a chart.

Presentation

- 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.
- Use ICT to write, edit and present work.

Speaking and listening

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

Stage 4 English curriculum outline

Phonics, spelling and vocabulary

- Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.
- Confirm all parts of the verb to be and know when to use each one.
- Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.
- Identify syllabic patterns in multisyllabic words.
- Spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough.
- Investigate spelling patterns; generate and test rules that govern them.
- Revise rules for spelling words with common inflections, e.g. -ing, -ed, -s.
- Extend earlier work on prefixes and suffixes.
- Match spelling to meaning when words sound the same (homophones), e.g. to/two/too, right/write.
- Use all the letters in sequence for alphabetical ordering.
- Check and correct spellings and identify words that need to be learned.
- Use more powerful verbs, e.g. rushed instead of went.
- Explore degrees of intensity in adjectives, e.g. cold, tepid, warm, hot.
- Look for alternatives for overused words and expressions.
- Collect and classify words with common roots, e.g. invent, prevent.

- Build words from other words with similar meanings, e.g. medical, medicine.

Grammar and punctuation

Reading

- Use knowledge of punctuation and grammar to read with fluency, understanding and expression.
- Identify all the punctuation marks and respond to them when reading.
- Learn the use of the apostrophe to show possession, e.g. girl's, girls'.
- Practice using commas to mark out meaning within sentences.
- Identify adverbs and their impact on meaning.
- Investigate past, present and future tenses of verbs.
- Investigate the grammar of different sentences: statements, questions and orders.
- Understand the use of connectives to structure an argument, e.g. if, although.

Writing

- Use a range of end-of-sentence punctuation with accuracy.
- Use speech marks and begin to use other associated punctuation.
- Experiment with varying tenses within texts, e.g. in dialogue.
- Use a wider variety of connectives in an increasing range of sentences.
- Re-read own writing to check punctuation and grammatical sense.

Reading

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

Fiction and poetry: historical stories, stories set in imaginary worlds, stories from other cultures, real life stories with issues/dilemmas, poetry and plays including imagery.

Non-fiction: newspapers and magazines, reference texts, explanations, persuasion including advertisements.

Fiction and poetry

- Extend the range of reading.
- Explore the different processes of reading silently and reading aloud.
- Investigate how settings and characters are built up from details and identify key words and phrases.
- Explore implicit as well as explicit meanings within a text.
- Recognize meaning in figurative language.
- Understand the main stages in a story from introduction to resolution.
- Explore narrative order and the focus on significant events.
- Retell or paraphrase events from the text in response to questions.
- Understand how expressive and descriptive language creates mood.
- Express a personal response to a text and link characters and settings to personal experience.
- Read further stories or poems by a favorite writer, and compare them.
- Read and perform play-scripts, exploring how scenes are built up.
- Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as... as a
- Compare and contrast poems and investigate poetic features.

Non-fiction

- Understand how points are ordered to make a coherent argument.
- Understand how paragraphs and chapters are used to organise ideas.
- Identify different types of non-fiction text and their known key features.
- Read newspaper reports and consider how they engage the reader.
- Investigate how persuasive writing is used to convince a reader.
- Note key words and phrases to identify the main points in a passage.
- Distinguish between fact and opinion in print and ICT sources.

Writing

Fiction

- Explore different ways of planning stories, and write longer stories from plans.
- Elaborate on basic information with some detail.
- Write character profiles, using detail to capture the reader's imagination.
- Explore alternative openings and endings for stories.
- Begin to adopt a viewpoint as a writer, expressing opinions about characters or places.
- Begin to use paragraphs more consistently to organize and sequence ideas.
- Choose and compare words to strengthen the impact of writing, including some powerful verbs.

Non-fiction

- Explore the layout and presentation of writing, in the context of helping it to fit its purpose.

- Show awareness of the reader by adopting an appropriate style or viewpoint.
- Write newspaper-style reports, instructions and non-chronological reports.
- Present an explanation or a point of view in ordered points, e.g. in a letter.
- Collect and present information from non-fiction texts.
- Make short notes from a text and use these to aid writing.
- Summarize a sentence or a paragraph in a limited number of words.

Presentation

- Use joined-up handwriting in all writing.

Speaking and listening

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

Stage 5 English curriculum outline

Phonics, spelling and vocabulary

- Investigate the spelling of word-final unstressed vowels, e.g. the unstressed 'er' at the end of butter and unstressed 'ee' at the end of city.
- Recognize a range of less common letter strings in words which may be pronounced differently.
- Spell and make correct use of possessive pronouns, e.g. their, theirs, my, mine.
- Identify 'silent' vowels in polysyllabic words, e.g. library, interest.
- Use effective strategies for learning new spellings and misspelt words.
- Learn spelling rules for words ending in -e and -y, e.g. take/taking, try/tries.
- Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. -full/-ful.
- Investigate spelling patterns for pluralization, e.g. -s, -es, -y/-ies, -f/-ves.
- Extend earlier work on prefixes and suffixes, recognizing that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants.
- Investigate ways of creating opposites, e.g. un-, im- and comparatives, e.g. -er, -est.
- Revise grammatical homophones, e.g. they're, their, there.
- Use dictionaries efficiently and carry out ICT spell checks.
- Identify unfamiliar words, explore definitions and use new words in context.
- Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue.

- Use a thesaurus to extend vocabulary and choice of words.
- Collect synonyms and opposites and investigate shades of meaning.
- Use known spellings to work out the spelling of related words.
- Identify word roots and derivations to support spelling and vocabulary, e.g. sign, signal, signature.
- Investigate the origin and appropriate use of idiomatic phrases.

Grammar and punctuation

Reading

- Learn how dialogue is set out and punctuated.
- Identify prepositions and use the term.
- Understand conventions of standard English, e.g. agreement of verbs.
- Understand the difference between direct and reported speech.
- Investigate clauses within sentences and how they are connected.

Writing

- Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences.
- Use apostrophes for both possession and shortened forms.
- Begin to set out dialogue appropriately, using a range of punctuation.
- Use an increasing range of subordinating connectives.
- Explore ways of combining simple sentences and re-ordering clauses to make compound and complex sentences.
- Use pronouns, making clear to what or to whom they refer.
- Practice proofreading and editing own writing for clarity and correctness.

Reading

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

Fiction and poetry: novels and longer stories, fables, myths and legends, stories from other cultures, older literature including traditional tales, poetry and plays including film narrative and dramatic conventions.

Non-fiction: instructions, recounts (including biography), persuasion.

Fiction and poetry

- Read widely and explore the features of different fiction genres.
- Provide accurate textual reference from more than one point in a story to support answers to questions.
- Compare the structure of different stories.
- Comment on a writer's use of language and explain reasons for writer's choices.
- Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.
- Discuss metaphorical expressions and figures of speech.
- Identify the point of view from which a story is told.
- Consider how a writer expresses their own point of view, e.g. how characters are presented.
- Read and identify characteristics of myths, legends and fables.
- Compare and evaluate the print and film versions of a novel or play.
- Compare dialogue and dramatic conventions in film narrative.
- Read and perform narrative poems.
- Read poems by significant poets and compare style, forms and themes.

Non-fiction

- 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 an overall sense of a text and scan for specific information.
- Develop note-taking to extract key points and to group and link ideas.
- Note the use of persuasive devices, words and phrases in print and other media.
- Explore the features of texts which are about events and experiences, e.g. diaries.
- Understand the use of impersonal style in explanatory texts.
- Read and evaluate non-fiction texts for purpose, style, clarity and organization.
- Compare writing that informs and persuades.

Writing

Fiction

- Map out writing to plan structure, e.g. paragraphs, sections, chapters.
- 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 phrases carefully to convey feeling and atmosphere.
- Maintain a consistent viewpoint when writing.
- Begin to attempt to establish links between paragraphs using adverbials.

- Write a play-script, including production notes to guide performance.
- Use imagery and figurative language to evoke imaginative response.

Non-fiction

- Record ideas, reflections and predictions about books, e.g. in a reading log.
- Draft and write letters for real purposes.
- Use a more specialized vocabulary to match the topic.
- Write non-chronological reports and explanations.
- Write a commentary on an issue, setting out and justifying a personal view.
- Make notes for different purposes, using simple abbreviations and writing 'in your own words'.
- Understand the use of notes in writing 'in your own words'.
- Evaluate own and others' writing.

Presentation

- Review, revise and edit writing in order to improve it, using ICT as appropriate.

Speaking and listening

- Shape and organize ideas clearly when speaking to aid listener.
- Prepare and present an argument to persuade others to adopt a point of view.
- Talk confidently in extended turns and listen purposefully in a range of contexts.
- Begin to adapt non-verbal gestures and vocabulary to suit content and audience.

- Describe events and convey opinions with increasing clarity and detail.
- Recall and discuss important features of a talk, possibly contributing new ideas.
- Ask questions to develop ideas and extend understanding.
- Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.
- Take different roles and responsibilities within a group.
- Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.
- Begin to discuss how and why language choices vary in different situations.

Stage Six English curriculum outline

Phonics, spelling and vocabulary

- Learn word endings with different spellings but the same pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence.
- Confirm correct choices when representing consonants, e.g. 'ck'/'k'/'ke'/'que'/'ch'; 'ch'/'tch'; 'j'/'dj'/'dje'.
- Continue to learn words, apply patterns and improve accuracy in spelling.
- Further investigate spelling rules and exceptions, including representing unstressed vowels.
- Develop knowledge of word roots, prefixes and suffixes, including recognizing variations, e.g. im, in, ir, il; ad, ap, af, al and knowing when to use double consonants.
- Know how to transform meaning with prefixes and suffixes.
- Investigate meanings and spellings of connectives.
- Explore definitions and shades of meaning and use new words in context.
- Explore word origins and derivations and the use of words from other languages.
- Understand changes over time in words and expressions and their use.
- Explore proverbs, sayings and figurative expressions.

Grammar and punctuation

Reading

- Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets.
- Revise different word classes.
- Investigate the use of conditionals, e.g. to express possibility.

- Begin to show awareness of the impact of writers' choices of sentence length and structure.
- Revise language conventions and grammatical features of different types of text.
- Explore use of active and passive verbs within a sentence.
- Understand the conventions of standard English usage in different forms of writing.
- Distinguish the main clause and other clauses in a complex sentence.

Writing

- Punctuate speech and use apostrophes accurately.
- Use a wider range of connectives to clarify relationships between ideas, e.g. however, therefore, although.
- Use connectives to structure an argument or discussion.
- Develop grammatical control of complex sentences, manipulating them for effect.
- Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.

Reading

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

Fiction: various genres including science fiction, extended narratives, stories with flashbacks, poetry and plays including imagery.

Non-fiction: instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, formal and impersonal writing.

Fiction and poetry

- Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.
- Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.
- Look for implicit meanings, and make plausible inferences based on more than one point in the text.
- Understand aspects of narrative structure, e.g. the handling of time.
- Analyze the success of writing in evoking particular moods, e.g. suspense.
- Paraphrase explicit meanings based on information at more than one point in the text.
- Comment on writer's use of language, demonstrating awareness of its impact on the reader.
- Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.
- Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.
- Discuss and express preferences in terms of language, style and themes.
- Articulate personal responses to reading, with close reference to the text.
- Explore how poets manipulate and play with words and their sounds.
- Read and interpret poems in which meanings are implied or multi-layered.

Non-fiction

- Analyze how paragraphs and chapters are structured and linked.

- Recognize key characteristics of a range of non-fiction text types.
- Explore autobiography and biography, and first and third person narration.
- Identify features of balanced written arguments.
- Compare the language, style and impact of a range of non-fiction writing.
- Distinguish between fact and opinion in a range of texts and other media.

Writing

Fiction

- Plan plot, characters and structure effectively in writing an extended story.
- Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning.
- Establish and maintain a clear viewpoint, with some elaboration of personal voice.
- Use different genres as models for writing.
- Use paragraphs, sequencing and linking them appropriately to support overall development of the text.
- Use a range of devices to support cohesion within paragraphs.
- Develop some imaginative detail through careful use of vocabulary and style.

Non-fiction

- Use the styles and conventions of journalism to write reports on events.
- Adapt the conventions of the text type for a particular purpose.
- Select appropriate non-fiction style and form to suit specific purposes.
- Write non-chronological reports linked to work in other subjects.

- Develop skills of writing biography and autobiography in role.
- Argue a case in writing, developing points logically and convincingly.
- Write a balanced report of a controversial issue.
- Summarize a passage, chapter or text in a given number of words.

Presentation

- Use ICT effectively to prepare and present writing for publication.

Speaking and listening

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

2. Cambridge Primary Mathematics, the curriculum is presented in five content areas or 'strands'. It is designed to help learners approach the subject critically. Below are the topics covered per grade and they provide a guidelines when providing support your student.

Grade I Mathematics Curriculum Outline.

Term one.

- Numbers 0-5
 - Counting and comparing
 - Write numbers in words
 - Number bonds
 - Telling number stories
- Addition
 - Making addition
 - Addition with number bonds
 - Other methods of addition
- Subtraction
 - Making subtraction stories
 - Subtraction with number bonds
 - Other methods of subtraction
- Ordinal numbers
 - Numbers to 20
 - Counting and comparing
 - Write numbers in words
 - Addition within 20
 - Subtraction within 20
 - Problem solving

Term two

- Mass
 - Comparing mass
 - Measuring mass
- Comparing numbers
 - Comparing numbers
 - Comparison by subtraction
- Length
 - Comparing length
 - Measuring length

- Graphs
 - Tally charts
 - Picture graphs
- Plane shapes
 - Basic shapes
 - Making patterns and shapes
- Solid shapes
 - Basic solid shapes
 - Position of solid shapes
 - Patterns of solid shapes
- Addition and subtraction within 40
 - Addition and subtraction without regrouping
 - Addition and subtraction with regrouping
 - Adding three numbers

Term three

- Halves and quarters
 - Halves and quarters
- Money
 - Notes and coins
 - Shopping
 - Addition and subtraction
- Calendar and time
 - Reading a calendar
 - Telling time
- Numbers to 100
 - Tens and ones
 - Order of numbers
 - Addition and subtraction without regrouping
 - Addition and subtraction with regrouping
 - Problem solving

Grade II Mathematics Curriculum Outline.

Term one.

- Addition and subtraction
 - Finding the missing numbers
 - Mental addition

- Mental subtraction
- Addition without regrouping
- Subtraction without regrouping
- Addition with regrouping
- Subtraction with regrouping
- Comparing numbers
- Problem solving
- Multiplication tables of 2, 3, and 4.
 - Multiply by 2, 3, and 4.
 - Dividing by 2, 3, and 4.
 - Problem solving
 - Adding equal numbers (groups)
 - Making multiplication stories
- Length
 - Length in meters, centimeters
 - Problem solving
- Mass
 - Mass in kilograms
 - Mass in grams
 - Problem solving

Term two

- Multiplication
 - Multiplication within 40
 - Making stories
 - Multiply by 2, 3 and 4.

- Problem solving.
- Division
 - Sharing and grouping
 - Division within 40
 - Dividing by 2, 3, and 4
 - Problem solving
- Money
 - Dollars and cents
 - Comparing
 - Addition
 - Subtraction
 - Problem solving
- Fractions
 - Halves and quarters
 - Fraction of a whole
 - Comparing
 - Arranging the fractions in order
 - Problem solving

Term three

- Time
 - Telling time
 - Time intervals
 - Other units of time
 - Problem solving
- Graphs

- Picture graphs
- Plane shapes
 - Line segments and curves
 - Forming shapes
 - Patterns of plane shapes.
- Solid shapes
 - Properties of solids
 - Solid figures
 - Patterns of solid shapes.

Grade III Mathematics Curriculum Outline

Term one

- Numbers to 1000
 - Thousands, hundreds, tens and ones
 - Number patterns
 - Sum and differences
 - Adding ones, tens, hundreds and thousands
 - Subtracting ones, tens, hundreds and thousands
 - Problem solving
- Multiplication and division
 - Multiplying ones, tens and hundreds
 - Quotient and remainder
 - Dividing hundreds, tens and ones

- Problem solving
- Multiplication tables of 5,6,7,8, and 9
- Multiplying and dividing by 5,6,7,8 and 9
- Problem solving
- Volume and capacity
 - Volume
 - Litres
 - Millilitres
 - Problem solving
- Mental Maths
 - Mental addition
 - Mental subtraction
 - Mental multiplication
 - Mental division
- Graphs
 - Block graphs
 - Bar graphs

Term two

- Length
 - Meters and centimeters
 - Kilometres
 - Millimetres
 - Problem solving
- Mass
 - Kilograms and grams

- Problem solving
- Money
 - Adding amounts of money
 - Subtracting amounts of money
 - Converting dollars into cents and vice versa
- Time
 - Hours and minutes
 - Other units of time
 - Problem solving

Term three

- Fractions
 - Fractions of a whole
 - Equivalent fractions
 - Adding fractions
 - Subtracting fractions
 - Problem solving
- Geometry
 - Line, line segment or ray
 - Angles
 - Right angles
- Perpendicular and parallel lines
 - Perpendicular line segment
 - Parallel line segment
- Area
 - Square units

- Area in square centimeters and square meters.

Grade 4 Mathematics Curriculum Outline.

Term one.

- Whole numbers
 - Numbers to 100000
 - Rounding numbers
 - Factors
 - Multiples
- Multiplication and division of whole numbers
 - Multiplication by 1-digit numbers and by 10
 - Division by 1-digit numbers and by 10
 - Multiplication by 2-digit whole numbers
 - Problem solving
- Fractions
 - Mixed numbers
 - Improper fractions
 - Addition of fractions
 - Product of a fraction and a whole number
 - Conversion of measurements
 - Problem solving
- Tables
 - Presenting data
 - Problem solving

Term two

- Angles

- Angle measures
- Turns and 8-point compass
- Problem solving
- Perpendicular and parallel line segments
 - Drawing perpendicular line segments
 - Drawing parallel line segments
- Squares and rectangles
 - Properties of squares
 - Properties of rectangles
- Area and perimeter
 - Perimeter
 - Area of a rectangle
 - Squares and rectangles
 - Composite figures
 - Problem solving
- Decimals
 - Approximation
 - Tenths
 - Hundredths
 - Thousandths
 - Rounding
 - Problem solving

Term three

- The four operations of decimals
 - Addition of decimal numbers

- Subtraction
- Multiplication
- Division
- Problem solving
- Measures
 - Multiplication
 - Division
 - Problem solving
- Symmetry
 - Symmetric figures
- Graphs
 - Line graphs
- Time
 - Seconds
 - 24-hour clock
 - Problem solving

Grade 5 Mathematics Curriculum Outline

Term one

- Whole numbers
 - Numbers to 1 000 000 000
 - Approximation and estimation
 - Factors
 - Multiples
- Multiplication and division of whole numbers

- Multiplying by tens, hundreds or thousands
 - Dividing by tens, hundreds or thousands
 - Order of operations
 - Multiplication
 - Division
 - Problem solving
- Fractions
- Fractions and division
 - Addition and subtraction of unlike fractions
 - Addition and subtractions of mixed numbers
 - Product of fractions and mixed numbers
 - Division of fractions by whole numbers
 - Division of whole numbers by fractions
 - Problem solving

Term two

- Angles
- Angle properties
 - Finding unknown measures of angles
 - Problem solving
- Triangles and four sided figures
- Angle measures of a triangle
 - Isosceles and equilateral triangles
 - Drawing triangles
 - Four sided figures
 - Drawing four sided figures

- Problem solving
- Ratio
 - Finding ratio
 - Equivalent ratios
 - Comparing three quantities
 - Problem solving
- Decimals
 - Approximation
 - Multiplication by tens, hundreds or thousands
 - Division by tens, hundreds or thousands
 - Multiplication by 2-digit whole numbers
 - Conversion of measurements
 - Problem solving
- Percent
 - Percent
 - Expressing fractions as percents
 - Percentage of a quantity
 - Problem solving

Term three

- Average
 - Understanding average
 - Problem solving
 - Rate
 - Problem solving
- Area of triangles, parallelograms and rhombus

- Area of triangles
- Area of parallelograms and rhombus
- Problem solving
- Tessellations
 - Tiling patterns
 - Making more tessellations
 - Problem solving
- Solids
 - Identifying solids
 - Problem solving
- Volume
 - Units of volume
 - Volume of cuboids and of liquid
 - Cubes and cuboids
 - Problem solving
- Algebra
 - Algebraic expressions

Grade Six Mathematics Curriculum Outline.

Term one.

- Algebra
 - Algebraic equation
 - Problem solving
- Fractions
 - Division of fractions by fractions
 - Problem solving
- Decimals
 - Division by 2-digit whole numbers
 - Division of whole numbers by decimals
 - Division of decimals by decimals
 - Mixed calculation with fractions and decimals
 - Mixed operations on decimals
 - Problem solving

Term two

- Solid shapes
 - Prisms and pyramids
 - Cylinders and cones

- Nets
- Problem solving
- Ratio
 - Ratio and fraction
 - Ratio and proportion
 - Problem solving
- Percent
 - Part of a whole as a percent
 - One quantity as a percentage of another
 - Problem solving
- Speed
 - Speed and average speed
 - Problem solving

Term three

- Circles
 - Radius and diameter
 - Circumference
 - Area
 - Problem solving
- Graphs
 - Pie charts
 - Problem solving
- More problem solving

- Whole numbers and decimals
- Fractions
- Ratio
- Percent
- Speed
- Volume
- Triangles and four sided figures.

PRIMARY SCIENCE TOPIC OUTLINE

PRIMARY ONE

Scientific enquiry

Ideas and evidence

- Try to answer questions by collecting evidence through observation.

Plan investigative work

- Ask questions and contribute to discussions about how to seek answers.
- Make predictions.
- Decide what to do to try to answer a science question.

Obtain and present evidence

- Explore and observe in order to collect evidence (measurements and observations) to answer questions.
- Suggest ideas and follow instructions.
- Record stages in work.

Consider evidence and approach

- Make comparisons.
- Compare what happened with predictions.
- Model and communicate ideas in order to share, explain and develop them.

Biology

Plants

- Know that plants are living things.
- Know that there are living things and things that have never been alive.
- Explore ways that different animals and plants inhabit local environments.
- Name the major parts of a plant, looking at real plants and models.
- Know that plants need light and water to grow.
- Explore how seeds grow into flowering plants.

Humans and animals

- Recognise the similarities and differences between each other.
- Recognise and name the main external parts of the body.
- Know about the need for a healthy diet, including the right types of food and water.
- Explore how senses enable humans and animals to be aware of the world around them.
- Know that humans and animals produce offspring which grow into adults.

Chemistry

Material properties

- Use senses to explore and talk about different materials.
- Identify the characteristics of different materials.

PRIMARY SCIENCE TOPIC OUTLINE

- Recognise and name common materials.
- Sort objects into groups based on the properties of their materials.

Physics

Forces

- Explore, talk about and describe the movement of familiar things.
- Recognise that both pushes and pulls are forces.
- Recognise that when things speed up, slow down or change direction there is a cause.

Sound

- Identify many sources of sound.
- Know that we hear when sound enters our ear.
- Recognise that as sound travels from a source it becomes fainter.

PRIMARY SCIENCE TOPIC OUTLINE

PRIMARY TWO

Scientific enquiry

Ideas and evidence

- Collect evidence by making observations when trying to answer a science question.
- Use first-hand experience, e.g. observe melting ice.
- Use simple information sources.

Plan investigative work

- Ask questions and suggest ways to answer them.
- Predict what will happen before deciding what to do.
- Recognise that a test or comparison may be unfair.

Obtain and present evidence

- Make suggestions for collecting evidence.
- Talk about risks and how to avoid danger.
- Make and record observations.
- Take simple measurements.
- Use a variety of ways to tell others what happened.

Consider evidence and approach

- Make comparisons.
- Identify simple patterns and associations.
- Talk about predictions (orally and in text), the outcome and why this happened.

- Review and explain what happened.

Biology

Living things in their environment

- Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there.
- Understand ways to care for the environment. Secondary sources can be used.
- Observe and talk about their observation of the weather, recording reports of weather data.

Chemistry

Material properties

- Recognise some types of rocks and the uses of different rocks.
- Know that some materials occur naturally and others are man-made.

Material changes

- Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching.
- Explore and describe the way some everyday materials change when they are heated or cooled.
- Recognise that some materials can dissolve in water.

PRIMARY SCIENCE TOPIC OUTLINE

Physics

Light and dark

- Identify different light sources including the sun.
- Know that darkness is the absence of light.
- Be able to identify shadows.

Electricity

- Recognise the components of simple circuits involving cells (batteries).
- Know how a switch can be used to break a circuit.

The Earth and beyond

- Explore how the sun *appears* to move during the day and how shadows change.
- Model how the spin of the Earth leads to day and night, e.g. with different sized balls and a torch.

PRIMARY SCIENCE TOPIC OUTLINE

PRIMARY THREE

Scientific enquiry

Ideas and evidence

- Collect evidence in a variety of contexts to answer questions or test ideas.

Plan investigative work

- Suggest ideas, make predictions and communicate these.
- With help, think about collecting evidence and planning fair tests.

Obtain and present evidence

- Observe and compare objects, living things and events.
- Measure using simple equipment and record observations in a variety of ways.
- Present results in drawings, bar charts and tables.

Consider evidence and approach

- Draw conclusions from results and begin to use scientific knowledge to suggest explanations.
- Make generalisations and begin to identify simple patterns in results.

Biology

Plants

- Know that plants have roots, leaves, stems and flowers.
- Explain observations that plants need water and light to grow.
- Know that water is taken in through the roots and transported through the stem.
- Know that plants need healthy roots, leaves and stems to grow well.
- Know that plant growth is affected by temperature.

Humans and animals

- Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction.
- Describe differences between living and non-living things using knowledge of life processes.
- Explore and research exercise and the adequate, varied diet needed to keep healthy.
- Know that some foods can be damaging to health, e.g. very sweet and fatty foods.
- Explore human senses and the ways we use them to learn about our world.
- Sort living things into groups, using simple features and describe rationale for groupings.

PRIMARY SCIENCE TOPIC OUTLINE

Chemistry

Material properties

- Know that every material has specific properties, e.g. hard, soft, shiny.
- Sort materials according to their properties.
- Explore how some materials are magnetic but many are not.
- Discuss why materials are chosen for specific purposes on the basis of their properties.

Physics

Forces and motion

- Know that pushes and pulls are examples of forces and that they can be measured with force meters.
- Explore how forces can make objects start or stop moving.
- Explore how forces can change the shape of objects.
- Explore how forces, including friction, can make objects move faster or slower or change direction.

PRIMARY SCIENCE TOPIC OUTLINE

PRIMARY FOUR

Scientific enquiry

Ideas and evidence

- Collect evidence in a variety of contexts.
- Test an idea or prediction based on scientific knowledge and understanding.

Plan investigative work

- Suggest questions that can be tested and make predictions; communicate these.
- Design a fair test and plan how to collect sufficient evidence.
- Choose apparatus and decide what to measure.

Obtain and present evidence

- Make relevant observations and comparisons in a variety of contexts.
- Measure temperature, time, force and length.
- Begin to think about the need for repeated measurements of, for example, length.
- Present results in drawings, bar charts and tables.

Consider evidence and approach

- Identify simple trends and patterns in results and suggest explanations for some of these.
- Explain what the evidence shows and whether it supports predictions. Communicate this clearly to

others.

- Link evidence to scientific knowledge and understanding in some contexts.

Biology

Humans and animals

- Know that humans (and some animals) have bony skeletons inside their bodies.
- Know how skeletons grow as humans grow, support and protect the body.
- Know that animals with skeletons have muscles attached to the bones.
- Know how a muscle has to contract (shorten) to make a bone move and muscles act in pairs.
- Explain the role of drugs as medicines.

Living things in their environment

- Investigate how different animals are found in different habitats and are suited to the environment in which they are found.
- Use simple identification keys.
- Recognise ways that human activity affects the environment e.g. river pollution, recycling waste.

PRIMARY SCIENCE TOPIC OUTLINE

Chemistry

States of matter

- Know that matter can be solid, liquid or gas.
- Investigate how materials change when they are heated and cooled.
- Know that melting is when a solid turns into a liquid and is the reverse of freezing.
- Observe how water turns into steam when it is heated but on cooling the steam turns back into water.

Physics

Sound

- Explore how sounds are made when objects, materials or air vibrate and learn to measure the volume of sound in decibels with a sound level meter.
- Investigate how sound travels through different materials to the ear.
- Investigate how some materials are effective in preventing sound from travelling through them.
- Investigate the way *pitch* describes how high or low a sound is and that high and low sounds can be loud or soft. Secondary sources can be used.
- Explore how pitch can be changed in musical instruments in a range of ways.

Electricity and magnetism

- Construct complete circuits using switch, cell (battery), wire and lamps.
- Explore how an electrical device will not work if there is a break in the circuit.
- Know that electrical current flows and that models can describe this flow, e.g. particles travelling around a circuit.
- Explore the forces between magnets and know that magnets can attract or repel each other.
- Know that magnets attract some metals but not others.

PRIMARY SCIENCE TOPIC OUTLINE

PRIMARY FIVE

Scientific enquiry

Ideas and evidence

- Know that scientists have combined evidence with creative thinking to suggest new ideas and explanations for phenomena.
- Use observation and measurement to test predictions and make links.

Plan investigative work

- Make predictions of what will happen based on scientific knowledge and understanding, and suggest and communicate how to test these.
- Use knowledge and understanding to plan how to carry out a fair test.
- Collect sufficient evidence to test an idea.
- Identify factors that need to be taken into account in different contexts.

Obtain and present evidence

- Make relevant observations.
- Measure volume, temperature, time, length and force.
- Discuss the need for repeated observations and measurements.
- Present results in bar charts and line graphs.

Consider evidence and approach

- Decide whether results support predictions.
- Begin to evaluate repeated results.
- Recognise and make predictions from patterns in data and suggest explanations using scientific knowledge and understanding.
- Interpret data and think about whether it is sufficient to draw conclusions.

Biology

Plants

- Know that plants need energy from light for growth.
- Know that plants reproduce.
- Observe how seeds can be dispersed in a variety of ways.
- Investigate how seeds need water and warmth for germination, but not light.
- Know that insects pollinate some flowers.
- Observe that plants produce flowers which have male and female organs; seeds are formed when pollen from the male organ fertilises the ovum (female).
- Recognise that flowering plants have a life cycle including pollination, fertilisation, seed production, seed dispersal and germination.

PRIMARY SCIENCE TOPIC OUTLINE

Chemistry

States of matter

- Know that evaporation occurs when a liquid turns into a gas.
- Know that condensation occurs when a gas turns into a liquid and that it is the reverse of evaporation.
- Know that air contains water vapour and when this meets a cold surface it may condense.
- Know that the boiling point of water is 100°C and the melting point of ice is 0°C.
- Know that when a liquid evaporates from a solution the solid is left behind.

Physics

Light

- Observe that shadows are formed when light travelling from a source is blocked.
- Investigate how the size of a shadow is affected by the position of the object.
- Observe that shadows change in length and position throughout the day.
- Know that light intensity can be measured.
- Explore how opaque materials do not let light through and transparent materials let a lot of light through.
- Know that we see light sources because light from the source enters our eyes.

- Know that beams/rays of light can be reflected by surfaces including mirrors, and when reflected light enters our eyes we see the object.
- Explore why a beam of light changes direction when it is reflected from a surface.

The Earth and beyond

- Explore, through modelling, that the sun does not move; its *apparent* movement is caused by the Earth spinning on its axis.
- Know that the Earth spins on its axis once in every 24 hours.
- Know that the Earth takes a year to orbit the sun, spinning as it goes.
- Research the lives and discoveries of scientists who explored the solar system and stars.

PRIMARY SCIENCE TOPIC OUTLINE

PRIMARY SIX

Scientific enquiry

Ideas and evidence

- Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena.
- Collect evidence and data to test ideas including predictions.

Plan investigative work

- Discuss how to turn ideas into a form that can be tested.
- Make predictions using scientific knowledge and understanding.
- Choose what evidence to collect to investigate a question, ensuring that the evidence is sufficient.
- Identify factors that are relevant to a particular situation.
- Choose which equipment to use.

Obtain and present evidence

- Make a variety of relevant observations and measurements using simple apparatus correctly.
- Decide when observations and measurements need to be checked by repeating to give more reliable data.
- Use tables, bar charts and line graphs to present results.

Consider evidence and approach

- Make comparisons.
- Evaluate repeated results.
- Identify patterns in results and results that do not appear to fit the pattern.
- Use results to draw conclusions and to make further predictions.
- Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others.
- Say if and how evidence supports any prediction made.

Biology

Humans and animals

- Use scientific names for some major organs of body systems.
- Identify the position of major organs in the body.
- Describe the main functions of the major organs of the body.
- Explain how the functions of the major organs are essential.

Living things in their environment

- Explore how humans have positive and negative effects on the environment, e.g. loss of species, protection of habitats.
- Explore a number of ways of caring for the environment, e.g. recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment.

PRIMARY SCIENCE TOPIC OUTLINE

- Know how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams.
- Know that food chains begin with a plant (the producer), which uses energy from the sun.
- Understand the terms *producer*, *consumer*, *predator* and *prey*.
- Explore and construct food chains in a particular habitat.

Chemistry

Material changes

- Distinguish between reversible and irreversible changes.
- Explore how solids can be mixed and how it is often possible to separate them again.
- Observe, describe, record and begin to explain changes that occur when some solids are added to water.
- Explore how, when solids do not dissolve or react with water, they can be separated by filtering, which is similar to sieving.
- Explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present.

Physics

Forces and motion

- Distinguish between mass measured in kilograms (kg) and weight measured in Newtons, noting that kilograms are used in everyday life.
- Recognise and use units of force, mass and weight and identify the direction in which forces act.
- Understand the notion of energy in movement.
- Recognise friction (including air resistance) as a force which can affect the speed at which objects move and which sometimes stops things moving.

Electricity and magnetism

- Investigate how some materials are better conductors of electricity than others.
- Investigate how some metals are good conductors of electricity while most other materials are not.
- Know why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and switches.
- Predict and test the effects of making changes to circuits, including length or thickness of wire and the number and type of components.
- Represent series circuits with drawings and conventional symbols.