



KEY STAGE 2 ENGLISH

- Beacon Values:**
- Resilient
 - Respectful
 - Resourceful
 - Always Participates
 - Reflective Learner
 - Responsible
 - Collaborates

- Street Child:**
- Understand the **context** and make links to their own knowledge.
 - Understand **language techniques** and **vocabulary** used for effect by authors.
 - Use **evidence** to support explanations when **inferring**.
 - Use **structural** and **linguistic techniques** when writing for purpose.
 - Recognise **structure** and **coherence**, and begin to **analyse** author's **techniques**.
 - Write persuasively.
 - Develop tone and intonation.

- Outlaw:**
- Relate **context** to myths and legends.
 - Understand and explain the **impact** of **language techniques**.
 - Draw **inferences**, supported with **evidence**, and justify these.
 - Use a variety of **grammatical techniques** in writing.
 - Know the importance of **oracy**, participating in a range of **spoken language** activities to develop **communication**.
 - Develop understanding of formal writing techniques.
 - Evaluate and edit written own.

Future Learning:
 In KS3, children will continue to build on skills learnt throughout the KS2 curriculum. They will learn to analyse language and structure within texts in greater depth, discuss the impact of techniques used, justify inferences with links to key quotes, develop oracy and spoken language, and continue to develop writing styles to suit a range of audiences and purposes.

Prior Learning:
 The curriculum in Year 5 and 6 gives opportunity to revisit and embed skills learnt previously.
 In Lower Key Stage 2 reading, children will have learnt to discuss texts, retrieve information, identifying interesting words and phrases, draw inferences, predict, summarise, and consider language and structure.
 In writing, they will have learnt to plan, draft, edit and improve their writing, including rich vocabulary, and varied sentence structures, as well as a range of grammatical features taught (e.g. conjunctions, adverbs, prepositions and apostrophes).



The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of spoken and written word, and to develop their love literature through widespread reading for pleasure.

- Kensuke's Kingdom**
- Discuss **language techniques** and start to explain the **impact** they have.
 - Infer** about thoughts, feelings and motives, giving **evidence** for these.
 - Consider intonation and tone when reading.
 - Begin to use and understand **structural** and **linguistic techniques** for **effect**.
 - Use some of the **grammatical techniques** learnt in written work.

- Wolf Brother:**
- Explain in detail the **impact** of **language techniques** used by authors, including to depict character.
 - Use clear and concise **evidence** to justify **inferences**.
 - Integrate dialogue within writing to advance the action and depict character.
 - Use a variety of **linguistic** and **structural techniques**, alongside ambitious **vocabulary**, when writing for a purpose.
 - Evaluate and improve written work, considering audience and purpose.

- YEAR 5**
- Cosmic**
- Begin to predict and summarise to show understanding of a text.
 - Infer**, beginning to use quotes to support these.
 - Explore informal writing, and adapt writing to fit a purpose.
 - Begin to use ambitious **vocabulary**.
 - Understand that authors use **language** to have an **impact** on the reader.

- Kensuke's Kingdom**
- Write in a more formal manner.
 - Edit work through peer evaluation.
 - Know the importance of **oracy**.
 - Participate in **spoken language** activities.

- Journey to the River Sea**
- Know the **context** of a story and relate this to their own knowledge.
 - Understand how the writer uses **language techniques** and **vocabulary** for **impact**.
 - Understand that writers **structure** their writing for deliberate **effect** and **impact**.
 - Use **structural** and **linguistic techniques** in writing.
 - Use the full range of **grammatical techniques** in writing.
 - Evaluate their own and others' writing.
 - Develop **communication** through **spoken language** and reading activities.