

# Language

## Reading

### Year 6

#### IB 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 further knowledge about, and understanding of, the world.

#### First Steps Transitional Phase

In this phase readers are beginning to integrate strategies to identify unknown words and to comprehend text. These strategies, combined with an increasing bank of sight words, enable readers to read texts such as novels, newspapers and websites with familiar content, fluently and with expression. Transitional readers reflect on strategies used and are beginning to discuss their effectiveness.

#### Conceptual Understandings IB5

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

## Learning outcomes

### Use of Text

Read and demonstrate comprehension of a wide range of texts independently and with understanding

Appreciate authors' use of language and interpret meaning beyond the literal

Locate, organise and synthesise information from a variety of sources, including the library/media centre, the internet, people in the school, family, the immediate or the global community

Use the internet responsibly and knowledgeably, appreciating its uses and limitations

Read texts at an age appropriate level with understanding

## Contextual Understanding

Discuss and justify own interpretation of a text

Recognise and explain how authors and illustrators attempt to position readers

Recognise and explain devices that authors and illustrators use to influence construction of meaning, e.g. visual clues, omissions

Recognise how characters or people, facts and events are represented and can speculated about the author's choices

## Conventions

Identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genre

Recognise and understand figurative language, e.g. similes, metaphors, idioms

## Processes and Strategies

Determine unknown words by using word-identification strategies

Draw upon a wider knowledge base to comprehend, e.g. text structure and organisation, grammar, vocabulary

Use a range of strategies to solve comprehension problems and deepen their understanding of a text

Make inferences and be able to justify them

Reflect regularly on reading and set future goals

## Possible Report Comments

### Use of Text

Locate, organise and synthesise information from a variety of sources

Use the internet responsibly and knowledgeably, appreciating its uses and limitations

Read texts at an age appropriate level with understanding

### Contextual Understanding

Discuss and justify own interpretation of a text.

Recognise and explain techniques that authors and illustrators use to influence construction of meaning, e.g. visual clues, layout

### Conventions

Identify and explain the features of a range of genre, e.g. fantasy, biography, science fiction, mystery, historical novel, graphic novel

Recognise and understand figurative language, e.g. similes, metaphors, idioms

### Processes and Strategies

Determine unknown words by using word-identification strategies

Use a range of knowledge and strategies to solve comprehension problems and deepen their understanding of a text.

Make inferences and justify them

## Writing

### Year 6

#### IB 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.

#### First Steps Transitional Phase

Transitional writers show increasing control over the conventions of writing such as punctuation, spelling and text organisation. They consider audience and purpose when selecting ideas and information to be included in texts. They compose a range of texts, including explanations, narratives, brochures and electronic presentations. Writing shows evidence of a bank of known words that are spelt correctly. Transitional writers are moving away from a heavy reliance on sounding out and are beginning to integrate visual and meaning-based strategies to spell unknown words.

#### Conceptual Understandings IB5

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

## Learning outcomes

### Use of Text

Write using a range of text types in order to communicate, e.g. narrative, instructional, persuasive

Compose texts by finding, recording and organising information appropriate to purpose

Write independently, demonstrating their own voice and style

### Contextual Understanding

Explain the purpose and audience of a range of text forms

Recognise and use figurative language to enhance writing, e.g. similes, metaphors, idioms, alliteration

Select ways to represent characters or people, events and ideas to create specific effects in texts

Experiment with the use of devices, e.g. repetition of words or phrases

### Conventions

Know and use less common letter patterns correctly, e.g. aisle, reign, information

Use standard spelling for most words and use appropriate resources to check spelling

Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood

Use appropriate punctuation to support meaning, e.g. hyphen colon, ellipsis

Use and punctuate dialogue effectively in texts

Develop a paragraph by writing a topic sentence and include supporting information

Consolidate use of simple and compound sentences that are grammatically correct and have a variety of structures, beginnings and lengths and use some complex sentences that are mostly grammatically correct

Write effectively in both first and third person

### Processes and Strategies

Select appropriate planning aids to plan and organise writing, e.g. cause and effect organiser, flow chart, fishbone

Select appropriate strategies to use throughout the writing process

Draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. vocabulary knowledge, text-structure knowledge

Use a range of strategies to spell unknown words

Use a dictionary, thesaurus and/or spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing.

Locate, organise and present written information obtained from a variety of sources and begin to cite sources

Use planning, drafting, editing and reviewing processes independently and with increasing competence

Critique the writing of peers and offer constructive suggestions

Use a range of tools and techniques to publish and present work effectively

### Possible Report Comments

#### Use of Text

Write using a range of text types, e.g. narrative, instructional, persuasive

Compose texts by finding, recording and organising information appropriate to purpose

Write independently, demonstrating their own voice and style

#### Contextual Understanding

Explain the purpose and audience of a range of text types

Recognise and use figurative language to enhance writing, e.g. similes, metaphors, idioms, alliteration

### Conventions

Use appropriate resources to check spelling

Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood

Use appropriate punctuation to support meaning, e.g. hyphen, colon, ellipsis

Develop paragraphs by writing a topic sentence and include supporting information

Write effectively in both first and third person

### Processes and Strategies

Select appropriate strategies to use throughout the writing process, e.g. analyzing, synthesising

Use a range of strategies to spell unknown words

Use a dictionary, thesaurus and/or spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing.

Locate, organise and present written information obtained from a variety of sources

Use planning, drafting, editing and reviewing processes independently

Use a range of tools and techniques to publish work effectively

## Additional documentation to support learning of Spelling

### Year 6 and beyond

#### Morphology

Recognise and understand the morphemes in less used compound words with more unusual morphemes e.g. happenstance, manifold, gainsay

Recognise and know how to use derivational prefixes that change according to the initial letters of the base word, e.g. impossible; il-legal; ir-resistible

Recognise and know how to use derivational suffixes that are additional to a word with an existing suffix, e.g. 'cation'; purification: pure-ify-cation; 'ation' victimization: victim-ise-ation

Recognise and know how to use less common derivational suffixes, e.g. statuesque – statue-esque; employee – employ-ee

#### Phonology graphology

Recognise and use less common graphemes with etymological explanations, e.g. queue

Recognise and use less common silent letters in the middle of words with an etymological explanation, e.g. debt

Understand that different social and geographical dialects or accents exist in English

## Orthography

Recognise and represent uncommon plurals, e.g. foci

Understand how the grammatical category of possessives is signaled through apostrophes and how to use apostrophes with proper nouns ending with s, e.g. Chris' writing

## Etymology

Understand that the pronunciation, spelling and meanings of words have histories and change over time, and this explains some apparently irregular spelling patterns, e.g. yacht

Understand why words are not spelled the way they sound because of the history of English – focus on language change and differences between varieties of English, e.g. color, colour

Understand that some unusual letter patterns in English are explained by their etymology, e.g. psy – psychology; pn – pneumonia

Recognise and use and independently investigate words that come from other languages in words they read in their own environment, e.g. bluetooth, and use in other curriculum areas, e.g. photosynthesis

Recognise words can come from people's names or places (eponyms), e.g. joule, watt

Recognise words can come from people's names or places (eponyms), e.g. joule, watt

Recognise words can be made by combining parts of other words (portmanteaus), e.g. modem, Brangelina

Recognise words can be made from abbreviations, e.g. taser, sonar, camera

## Visual

Use visual memory to check phonically irregular words

## Listening and Speaking

### Year 6

#### IB 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.

#### First Steps Consolidating Phase

In this phase, students use most language structures and features of Standard English appropriately when speaking in a range of contexts. They show increasing awareness of the needs of their audience. They experiment with ways to adjust listening and speaking to suit different purposes.

#### First Steps Conventional Phase

In this phase, students recognize and control most language structures and features of Standard English when speaking for a range of purposes. They select and sustain language and style appropriate to audience and purpose. They are aware of the value of planning and reflecting to improve the effectiveness of communication.

#### Conceptual Understandings IB5

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

## Learning outcomes

### Use of Text

Listen effectively to obtain specific information from informational and expressive spoken texts

Use oral language appropriately and with increasing accuracy

Compose spoken texts using most text structures and features appropriately

Participate appropriately as listener and speaker, including participating in discussions, conversations, debates and group presentations

Generate, develop and modify ideas and opinions through discussion

Develop and present familiar ideas and information, and support opinion with some detail, in a variety of classroom situations



## Contextual Understanding

Infer meanings, draw conclusions and make judgments about oral presentation

Argue persuasively and justify a point of view

Use speech responsibly to inform, entertain and influence others

Use a small range of devices to enhance meaning, e.g. rephrasing, adjusting volume, speed of speech, negotiating meaning

Is aware that certain forms of spoken text are associated with particular contexts and purposes

Understand that people's points of view and beliefs influence the construction of spoken texts

## Conventions

Use an increasing vocabulary and more complex sentence structures with a high level of specificity

Understand and use figurative language such as simile, personification and metaphor

Use standard grammatical structures competently in appropriate situations

Use register, tone, voice level and intonation to enhance meaning

Select speaking behaviours to suit purpose and audience

## Processes and Strategies

Show open-minded attitudes when listening to other points of view, e.g. reflect on communication to monitor and assess their own learning

Reflect on speaking and listening activities and use this knowledge in an attempt to improve communication

Use a variety of processes and strategies when speaking, e.g. justifying and explaining statements

Paraphrase and summarise when communicating orally

Use oral language to formulate and communicate possibilities and theories

## Possible Report Comments

### Use of Text

Generate and modify ideas and opinions through discussions and debates

### Contextual Understanding

Infer meaning, draw conclusions and make judgments about oral presentations

Use speech to inform, entertain and influence others

### Conventions

Use specific vocabulary and sentence structures to suit the purpose and audience

### Processes and Strategies

Monitor and adjust or affirm own perspective when listening to others' points of view

Paraphrase and summarise when communicating orally

## Viewing and Presenting

### Year 6

#### IB 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.

#### First Steps Consolidating Phase

Students integrate a variety of strategies for interpreting more complex visual texts. They recognise that all texts are constructed for particular purposes, contexts and audiences. Students understand how codes and conventions contribute to the construction and interpretation of different texts. They understand that text interpretation can differ according to the background knowledge of viewers.

#### Conceptual Understandings IB5

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

## Learning outcomes

### Use of Text

Identify overt and subliminal messages

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

Compare the treatment of an issue across different text forms, e.g. tabloid newspaper and television broadcast

### Contextual Understanding

Recognise that a particular concept may reflect one view of the world and that other interpretations are possible

Realise that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation,

e.g. the use of particular colours or symbols

Identify factors that influence personal reactions to visual texts

Design visual texts with the intention of influencing the way people think and feel

Recognise that texts are not neutral

Use devices when attempting to influence viewers, e.g. composition, realistic style

### Conventions

Recognise and discuss the purpose of organizational elements of different text types and how these frame meaning

Design printed and digital texts using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved

Use codes and conventions of the semiotic system when producing multimodal texts

Explain how symbolic, written, audio and technical codes work to create meaning, e.g. the colour white to suggest purity, dissolve to show time passing

Recognise and discuss the purpose of organisational elements of different text types and how these frame meaning

### Processes and Strategies

Determine importance when selecting information from numerous sources

Summarise and synthesise information from a variety of multimodal resources

Use a range of media including computer and web-based applications to prepare visual presentations individually and in collaboration

Adjust viewing strategies for different texts and different purposes

View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media

Reflect on ways in which understanding the intention of a visual message can influence personal response

### Possible Report Comments

#### Use of Text

Identify overt and subliminal messages

#### Contextual Understanding

Recognise that others may perceive images differently, e.g. colours and symbols have different cultural significance

#### Conventions

Analyse and explain how codes of visual language work together, using appropriate terminology, e.g. lighting, subtitles

#### Processes and Strategies

Use a range of media including computer and web-based applications to prepare visual presentations both individually and in collaboration