

Guideline

- Listening
- Speaking
- Reading
- Writing

End of Year 6

	STANDARDS	SKILLS	SUB-SKILLS	EXAMPLES
1	Speak clearly to be heard and understood using appropriate clarity, speed and phrasing.	<p>Use stress, intonation and pronunciation to be understood and make meaning clear.</p> <p>Articulate the sounds of English to make meaning clear.</p>	<p>Be aware that English has a stress-timed rhythm and that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved.</p> <p>Recognise unstressed vowels, e.g. schwa, and be able to produce the schwa sound.</p> <p>Distinguish between phonemes to avoid ambiguity.</p> <p>Develop awareness of where stress falls in multi-syllable words, and place stress appropriately.</p> <p>Develop awareness that there may be a choice of where to place stress in sentences and that a change in stress can indicate a change in meaning.</p> <p>Be able to select appropriate words to carry the stress in a sentence and be able to utter the sentence, making the stress clear.</p>	<p>He's as tall as his father now. The leg's worse than before as, –er in father, the and than are all pronounced with the schwa sound.</p> <p>Did you have a good journey? First, you press this button, then wait. When the red light goes out, you ...</p> <p>I'm really sorry that happened. You must be very, very careful with this machine. You look great. What a good idea! That's really pretty.</p>

2	Express clearly statements of fact and give short explanations, accounts and descriptions.	Express clearly statements of fact. Give a short description and make comparisons.	Describe events, explain facts/ processes, convey opinions and feelings with increasing clarity.	Mike is taller than John but James is the tallest. In fact, he is the tallest in the whole class.
3	Use strategies to clarify and confirm understanding.	Clarify and confirm understanding through verbal and non-verbal means.	Formulate questions using familiar structures to elicit further information and/or clarify own understanding.	Sorry, Can you explain that again? I beg your pardon? (formal) What? What I don't understand is... Say that again, please. (informal)
4	Respond to a range of questions about familiar topics.	Respond to requests for information. Understand that questions can come in different forms, which affect the kind of response required. Understand that the sorts of question will vary depending on the context and situation.	Give a brief presentation about a familiar subject following a given structure. Give and ask for information about daily routines and activities/hobbies.	Who (asks for a name or person) Whose (asks about the owner) Why (asks for a reason) Where (asks for a place) What (asks about a thing or a concept) Which (asks about a thing) When (asks for a time) I usually play football on Tuesdays. What do you normally do after school?

			Use question words and auxiliaries with some accuracy.	How (asks about the way something happens) (Also "how much" / "how many" to ask about quantity; "how long" to ask about duration; "how often" to ask about frequency.)
5	Listen to and respond appropriately to other points of view.	Pick out the main point(s) made by another speaker and recognise his or her opinion.	Talk with confidence adapting language by varying vocabulary, expression and tone of voice to engage the listener in a range of contexts, including formal and informal.	I agree with you totally. I agree with most of what you say, but... I'm afraid I don't agree, because... Lovely weather, isn't it? Yes, it's beautiful.
6	Express clearly statements of fact and give short explanations, accounts and descriptions.	Express clearly statements of fact. Narrate events in the past. Employ strategies to overcome problems in communication e.g. paraphrasing, describing words, giving synonyms.	Telling a story in the past using chronological (time) order. Researching and talk about biographies. Identifying main points to orally summarise written texts.	It was raining heavily... Nelson Mandela was a man of peace(...) The main idea of the text is that men and women are equal in rights.

7	Speak clearly to be heard and understood using appropriate clarity, speed and phrasing.	<p>Use stress, intonation and pronunciation to be understood and make meaning clear.</p> <p>Articulate the sounds of English to make meaning clear.</p>	Use English consistently as a means of communication when working collaboratively.	
8	Use formal language and register when appropriate.	<p>Use formal language and register when appropriate.</p> <p>Retell and sequence an event orally with greater accuracy and detail (using a range of past tenses and connectives) .</p>	<p>Be aware of the need to adapt register according to the formality of the situation and use appropriate forms of address when:</p> <p>(a) Greeting</p> <p>(b) Introducing self and others. Introduce self and/or a family member to a friend or to the doctor.</p>	<p>Good afternoon, Ms Kapoor. Good afternoon. Please sit down. Thank you. Did you have a good journey? (more formal)</p> <p>Afternoon, Ms Kapoor. Afternoon. Please sit down. Thanks. Have a good journey? (more informal)</p> <p>Hello, Hanna. Do you know my sister? Hanna, this is Samira. Samira, this is Hanna. Good morning. My name is ... and I am here with my mother. She doesn't speak English.</p>

			(c) Take leave.	I think I might have to go/leave now.
9	Make requests and ask questions to obtain information in familiar and unfamiliar contexts.	<p>Know how to make requests and ask questions clearly and simply so the listener understands what information is required.</p> <p>Know some strategies for clarifying and confirming understanding, especially when speaking.</p> <p>Give and ask for basic personal information using speaking frames and models.</p>	<p>Use a range of modal verbs and other forms, suitable for:</p> <p>(a) Asking for something:</p> <p>(b) Requesting action</p> <p>(c) Asking permission</p> <p>Understand the way register can vary according to the formality of the situation, the relationship between speakers or the type of request, and begin to apply this.</p>	<p>Can I borrow your pen, please?</p> <p>Can you write it down, please? Could you help me with this, please?</p> <p>May I leave early today? (formal) It's OK to leave early today, isn't it? (more informal) Make requests in a shopping situation, e.g.: Can I try a larger size? Could I possibly exchange this, please?</p>
10	Express clearly statements of fact and give short accounts, explanations and descriptions.	<p>Express clearly statements of fact.</p> <p>Give personal information. Ask questions to obtain personal or factual information.</p>	Give a confident, well-structured 5-minute presentation which has been adapted for a specific audience, e.g. peers, smaller children, visitors to school, respond	<p>What do you do? I am a _____.</p> <p>Where do you go for holidays? I go to _____.</p> <p>Why do you like your</p>

		<p>Share information about daily routines and activities.</p> <p>Talk about future plans using “going to” and “will”.</p> <p>Understand and respond to simple questions about intentions and plans.</p>	<p>to spontaneous questions and expand on the subject when asked.</p> <p>Use visual aids and gesture to help structure talks / presentations.</p>	<p>classroom? I like my classroom because _____.</p> <p>What is your e-mail address? My e-mail address is _____.</p> <p>What are your plans for the summer? I’m going to France to visit my family there.</p> <p>Are you coming to the cinema this afternoon? No, I think I’ll stay home and rest.</p>
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COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p>Engagement</p>	<p>Selection of books</p>	<p>Read a variety of self-selected material independently.</p> <p>Read a variety of texts presented in authentic resources, including literary texts, graphic texts and informational texts.</p> <p>Identify a variety of purposes for reading and choose reading materials appropriate for those purposes.</p>	<p>Student is not required to finish a book he/she doesn't like.</p> <p>Myths, plays, short stories, chapter books, letters, diaries, poetry, graphic, novels, diagrams, brochures, graphs and graphic organizers, charts and tables, maps, textbooks, non-fiction books on a range of topics, print and online newspaper and magazine articles or reviews, print and online encyclopaedias and atlases, electronic texts such as e-mails.</p> <p>Letters and diaries for information and new ideas, leisure/hobby books and magazines for recreation and interest, print and online magazine or newspaper articles to research a current issue, instructions or information about how to play a computer game.</p>
	<p>Sustained Reading</p>	<p>Sustain independent reading for at least 15-20 minutes at a time.</p> <p>Read stories to peers and/or younger children.</p>	<p>Student has a regular time to read for pleasure, is allowed to check out books to take home and is given direct access to books, magazines, comics, newspapers, and other reading materials.</p> <p>Students pair up for buddy reading.</p> <p>Older students can record books for younger students. The older students must practice reading the text several times through. As with book buddies, recorded books as a strategy is particularly beneficial for struggling older readers who need to read easier material to gain proficiency.</p>

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p>Oral Reading Fluency and Accuracy</p>	<p>Word Skills</p>	<p>Have strong decoding skills and can sound out most words quickly.</p> <p>Use a variety of resources to figure out unfamiliar words.</p> <p>Recognize a wide range of sight words.</p> <p>Identifies verses, end-rhymes, alliteration, rhythm and repetition in poems.</p>	<p>When reading aloud, the teacher models how to sound out and make meaning of difficult words (e.g., breaking it down into syllables, recognizing word families, affixes, letters)</p> <p>Context, previous experiences, dictionaries, glossaries, computer resources, ask others to determine and clarify meaning of unfamiliar words, etc.</p> <p><i>Although, disadvantage, through, etc.</i></p> <p>Student is able to use these terms to explain some features of a poem read, sighting examples from it.</p>
	<p>Expression</p>	<p>Uses expression and volume that is natural to conversational language and that varies according to the content of the text.</p> <p>Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text easily to the reader and an audience.</p>	<p>While reading aloud, the teacher’s volume becomes louder and softer, her tone of voice changes according to punctuation, her voice speeds up and slows down, and her choice of phrasing makes sense and expression.</p> <p>Student reads and memorise poems, songs, plays with appropriate rhythm, intonation, expression and feeling.</p> <p>Student reads orally in role as part of a readers’ theatre, using appropriate phrasing.</p>

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES				
<p>Comprehension</p>	<p>Text Features</p>	<p>Use multiple text features and graphics to gain an overview of the contents of text and to locate information.</p> <p>Identify text features found in textbooks, magazines, articles, newspapers, reports and web pages.</p> <p>Recognize that authors use text features to bring attention to important details.</p> <p>Recognize that authors use different organizational patterns to present information.</p> <p>Recognize that authors use different organizational patterns to present information.</p>	<p>Text features within a webpage format (contents in form of menu, hyperlinks which serve as headings, graphics and illustrations, italics and bold print).</p> <p><i>-How are website text features different from book text features?</i></p> <p>Student find features and record their purposes on a Feature/Purpose chart</p> <table border="1" data-bbox="1223 635 1724 748"> <thead> <tr> <th data-bbox="1223 635 1462 667">Feature</th> <th data-bbox="1467 635 1724 667">Purpose</th> </tr> </thead> <tbody> <tr> <td data-bbox="1223 670 1462 748">Timelines</td> <td data-bbox="1467 670 1724 748">tell the order of events and how one event may have led to another.</td> </tr> </tbody> </table> <p>Cause and effect, sequence, description, problem/solution, compare and contrast, etc.</p>	Feature	Purpose	Timelines	tell the order of events and how one event may have led to another.
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Timelines	tell the order of events and how one event may have led to another.						
<p>Preview Predict and Infer</p>	<p>Make inferences based on prior knowledge and text details uses illustrations, meaning of text, context clues, and prior knowledge to predict and confirm meaning.</p>	<p>Student reads the book to a point just before the final significant event and predicts the ending of a story.</p> <p>Students discuss similarities and differences among students' endings and explain the choices that they have made. Teacher encourages connections to the details from the story, personal experience, and prior knowledge.</p>					

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p>Comprehension</p>	<p>Restating Facts and details</p>	<p>Select relevant information from a text/texts to complete a task.</p> <p>Scan different parts of texts to locate information and specific details.</p>	<p><i>-Find three important events in the life of ...</i></p> <p>Student understands when it is necessary to read every word to understand a text, judge when detailed reading is necessary and when skimming or scanning is more appropriate.</p>
	<p>Retelling/ Summary</p>	<p>Uses important language/vocabulary from the text; good understanding of key words/concepts.</p> <p>Understand the changes characters undergo, their growth, and interactions with other characters.</p>	<p>Summary in own language; includes all elements of the story: characters, setting, problem, event sequence, resolution.</p>

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p>Comprehension</p>	<p>Interpretation and Reflection</p>	<p>Read and understand the use of figurative language (simile, metaphor, personification, hyperbole, idioms, proverbs).</p> <p>State opinions about different aspects of the book.</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Make personal connection with the text.</p> <p>Give a response and reason that reflects higher level thinking.</p> <p>Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.</p>	<p>Similes, such as in “The big truck roared like a lion as it drove down the street.” meaning the truck was so loud it sounded like a lion’s roar.</p> <p>The information may not be stated directly and require the reader to do some “figuring out”: answering the question “Can a 12-year-old attend the Halloween party?” from information given on an events program when that is not stated directly and requires the reader to find out how events are coded by age.</p> <p>Plot, characters, style of the book, etc.</p> <p>Synthesis. Student incorporates different sources of information in a way that makes sense. E.g. for an oral presentation.</p> <p>Student is encouraged to synthesize and infer dialogues that might have happened.</p> <p>Student makes recommendations for future readers.</p>

	STANDARDS	SKILLS	SUB-SKILLS	EXAMPLES
1	Plan and draft writing.	<p>Identify the topic, purpose, and audience for a variety of writing forms.</p> <p>Generate ideas about a potential topic using a variety of strategies and resources</p> <p>Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.</p> <p>Sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas.</p> <p>Identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies (making jot notes, a Venn diagram) and organizational patterns</p> <p>Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do further research if necessary.</p>	<p>Plan, understanding that the choice of how to organise writing depends on the purpose, audience and intended outcome of writing.</p> <p>Identify appropriate register for task and audience.</p> <p>Integrate planning and drafting.</p> <p>Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions.</p>	<p>An original poem, with an invented structure or based on a model such as a haiku, about a topic of personal interest, to share with the class; a persuasive letter asking the school principal to look at a specific issue from a new point of view; a description of the procedure for constructing a three-dimensional model, a formal letter to the teacher outlining their opinion on eliminating soft drinks from the school vending machine.</p> <p>Brainstorm; formulate and ask questions to identify personal experiences, prior knowledge, and information needs prior to writing.</p> <p>Identify the steps required to gather information: interview people with knowledge of the topic; identify and use graphic organizers and multimedia resources, etc. that makes it easy to understand and retrieve.</p>

				<p>Highlight key words or phrases; e.g.: using a graphic organizer taking into account order of importance.</p> <p>Review information critically with a friend using a concept map, checklist, etc.</p>
2	Organize writing in short paragraphs.	<p>Structure main points of writing in short paragraphs.</p> <p>Understand key aspects of basic paragraphing structure.</p>	<p>Understand the concept of paragraphing, as a way of grouping main points.</p> <p>Understand that paragraphs normally consist of more than one sentence.</p> <p>Understand that paragraphs can be arranged under headings in certain sorts of text.</p> <p>Understand that paragraphs follow on from each other and are linked together with key words and phrases.</p>	<p>Topic sentence or general statement followed by expansion or explanation and/or examples.</p> <p>Reports, letters, stories, e-mails, instruction texts, etc.</p> <p>In the first place, in addition, however, finally.</p>

<p>3</p>	<p>Sequence chronological writing.</p>	<p>Show sequence through the use of discourse markers and conjunctions.</p>	<p>Understand the importance of logical sequencing of events in personal writing.</p> <p>Understand sequence words, conjunctions and connectives.</p>	<p>When, while, before, after, since, until, if, because, although, that.</p> <p>We were hungry because we hadn't eaten all day.</p> <p>Although we'd had plenty to eat, we were still hungry.</p> <p>We were hungry when we got home.</p>
<p>4</p>	<p>Proofread and correct writing for grammar and spelling.</p>	<p>Proofread to check for content and expression.</p> <p>Proofread and correct using guidelines developed with peers and the teacher. (<i>e.g., an editing checklist specific to the writing task</i>).</p> <p>Proof-read and edit for clarity and correctness, eg by creating more complex sentences, using a range of connectives, simplifying clumsy constructions</p>	<p>Understand that proofreading is a way of checking the content and expression.</p> <p>Understand that basic proof-reading, checking through errors, is part of the process of writing.</p> <p>Understand when proof-reading is particularly important.</p> <p>Develop awareness of areas of personal strengths and weaknesses in terms of basic punctuation, spelling, layout and grammar.</p>	<p>Revise and extend work on verbs focusing on:</p> <p>Tenses: past, present, future; investigating how different tenses are formed (auxiliary verbs, have, was, shall, will).</p> <p>Forms: active, interrogative, imperative;</p> <p>Person: 1st, 2nd, 3rd (sg. and pl).</p> <p>Identify and classify examples from reading; experiment with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning.</p>

<p>5</p>	<p>Use punctuation correctly.</p>	<p>Use punctuation to aid clarity in relation to beginnings and ends of sentences.</p> <p>Use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets.</p>	<p>Understand that period/full stops and capital letters are sentence boundary markers.</p> <p>Understand how punctuation varies with formality such as commas, periods and question marks within a sentence.</p> <p>A written sentence starts with a capital letter and ends with a full stop/period (.), question mark (?) or exclamation mark (!); a sentence contains a complete thought such as a statement, question, request or command</p>	<p>What are you eating? I was born in London. The children ate carrot cake, popcorn and chips. Look out!</p> <p>"Stop!", "Do you like ice-skating?"</p>
<p>6</p>	<p>Write in complete sentences.</p>	<p>Write using complex sentences.</p> <p>Write more complex texts using a variety of forms.</p> <p>Establish a distinctive voice in their writing appropriate to the subject and audience.</p> <p>Use some vivid and/or figurative language and innovative expressions to add interest.</p> <p>Use sentences of different lengths and structures identify their point of view and other possible points of view.</p>	<p>Understand that the most basic form of complex sentence consists of a main clause and one subordinate clause.</p> <p>Understand that sentences can be amplified by expanding the information around the noun.</p> <p>Voice: how to make it sound like you (point of view, visual devices)</p>	<p>A storyboard using captions and photographs or drawings to recount a significant event in their life; a report, including jot notes; a letter to the author about the student's reaction to a particular text; a summary of the role of a medieval person; a review of a book or website; an original folk tale, fairy tale, or an extension of an existing tale.</p>

		<p>Teacher prompt: “Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments?”</p> <p>Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features.</p> <p>Teacher prompts: “How might you reorganize the information to make it easier for the audience to understand?” “Are there clear links between your ideas?” “Can you add one sentence that would help clarify your main idea?”</p> <p>Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies</p> <p>Teacher prompts: “What words or phrases could you use to help the reader follow your thinking more easily?” “What descriptive words could you add to make your characters come alive for the reader?”</p> <p>Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies.</p>	<p>Understand the importance of register.</p> <p>Devices to build cohesion within a paragraph.</p> <p>Write with logical organization, depth of content.</p>	<p>Use punctuation, dialogue, and vivid language to create a particular mood or tone.</p> <p>Then, after, that, this, firstly.</p> <p>Use some comparative adjectives; similes or personification; comparative adverbs: more slowly.</p> <p>Write complex sentences incorporating conjunctions such as because, so, if.</p> <p>Link ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before]</p> <p>Reorder sentences: -removing repetition or unnecessary information; -changing the sequence of ideas and information and adding material if appropriate. -adding transition words and</p>
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				<p>phrases to link sentences and/or paragraphs and improve the flow of writing.</p> <p>-adding or substituting words from other subject areas, word lists, and a variety of sources, such as a dictionary or thesaurus and the Internet, to clarify meaning or add interest;</p> <p>-checking for and removing negative stereotypes, as appropriate.</p>
7	Use correct basic grammar.	<p>Use basic sentence grammar accurately.</p> <p>Use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of:</p> <ul style="list-style-type: none"> - common, proper, and abstract nouns (<i>e.g., courage, hope</i>); -collective nouns (<i>e.g., flock of birds</i>); -adjectives, including comparative adjectives (<i>e.g., bigger, more expensive</i>); -the helping verb <i>have</i>; adverbs modifying verbs (<i>e.g., when, where, how</i>); -comparative adverbs (<i>e.g., faster, slower</i>). 	<p>Know the form of and understand the concept expressed by a variety of tenses, in statement, negative and question form.</p> <p>Understand that a verb and its subject must agree in terms of number.</p> <p>Understand and use the term 'preposition'. Search for, identify and classify a range of prepositions.</p>	<p>You can swim, can't you? It was late when he arrived. I don't know where he went.</p> <p>Four times four divided by two is eight.</p> <p>Back, up, down, across, through, on, etc.; experiment with substituting different prepositions and their effect on meaning (on time Vs in time).</p>

		<p>-Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (<i>e.g. helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [<i>negation, for example, unkind, or undoing: untie the boat</i>]</p> <p>- Formation of nouns using suffixes such as –ness, –er and by compounding [<i>for example, whiteboard, superman</i>] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</p> <p>- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [<i>for example, the girl’s name</i>]</p> <p>- Distinguish between homophones and other words which are often confused. <i>There/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</i></p> <p>- Use transition words, such as “even though,” “although,” “however,” “therefore.”</p>		<p>At midnight, during the film, on Friday, at the station, in a field, by car, with me, etc</p>
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