

Global Stage

Cambridge Primary English

Mapping

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About *Global Stage*

Global Stage is a six-level English language and literacy course offering a child-centered approach that enables students to build the skills they need to become self-directed, inquisitive learners. A unique approach utilizing dual student books combines a rigorously benchmarked language program with a diverse and engaging literacy program; together, these span Stages 1–6 of the Cambridge Primary English curriculum framework.

Global Stage nurtures students to become fluent speakers and writers of English, so that they are ready to progress to secondary school with the ability to engage with curriculum content delivered and assessed in English at the level of a first-language speaker. Students are supported in becoming caring, responsible citizens in the 21st century and are empowered to succeed on an international stage.

What Is the Cambridge Primary English Curriculum Framework?

The Cambridge Primary English curriculum framework comprises a series of progressive learning objectives describing what primary-age students should be able to achieve across six stages of language learning. The curriculum assumes that children have a growing competency in English but does not assume that English is their first language.

The curriculum framework allows teachers and parents to see a clear progression in a student's learning path by looking at their actual achievement against the learning objectives set out for each stage of the framework.

The Cambridge English curriculum organizes these learning objectives into three broad strands: reading, writing, and speaking and listening. Grammar, punctuation, and spelling are embedded within the reading and writing strands.

From Stages 3–6, children's annual progress in reading and writing can be objectively assessed using the "Progression Tests," which are accessible and downloadable by Cambridge schools from the Cambridge Schools' Support Hub. At the end of Stage 6, children can take "Primary Checkpoint" tests, which are externally moderated. The aim of these tests is to identify whether a child's competency in English is sufficient for them to engage with cross-curricular content from Stage 7 onwards.

The Cambridge Primary English Framework and *Global Stage*

The Cambridge Primary English curriculum framework is designed to provide teachers and students with motivational end-of-stage objectives and to help the whole teaching community of teachers, students, and parents in monitoring progress. For teachers who are planning courses at school or planning entry assessments for students, the clear skill progression in *Global Stage* aligns with the Cambridge framework to help keep track of students' language competences through the entire learning process.

Global Stage offers students a variety of motivating and engaging tasks for each strand. Each unit helps teachers to focus on the language skills that are needed to build upon prior knowledge and to introduce new learning challenges. In this series, each level reflects one of the stages in the curriculum framework and covers each of the three strands. Student achievement can be measured within each strand and at each stage. The curriculum framework objectives are organized in a way that promotes a task-based and student-centered approach to learning English.

The broader aspirations of *Global Stage* match closely with those of Cambridge in that both programs prepare students to be independent, resourceful, confident, engaged, innovative, and reflective learners who are well prepared to take their place in the 21st-century workplace.

The Cambridge curriculum is built on a “spiral curriculum,” such that children revisit skills and knowledge at increasing depth and complexity during the course. For example, at Level 1 of *Global Stage* (or Stage 1 of the Cambridge English curriculum framework), one objective from the “writing” strand sets out that students will be able to “Compose and write a simple sentence with a capital letter and a full stop” (1Wp2). By Level 6 / Stage 6, the corresponding objective sets out that students should be able to “Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences” (6Wp4).

The table below gives a sample of each skill strand in the Cambridge framework, in order to provide an overview of the kind of progression expected across the stages.

Stage	Reading	Writing	Speaking and listening
1	Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language	Write a sequence of sentences retelling a familiar story or recounting an experience	Speak clearly and choose words carefully to express feelings and ideas when speaking about matters of immediate interest
2	Comment on some vocabulary choices, e.g. adjectives	Link ideas in sections, grouped by content	Recount experiences and explore possibilities
3	Consider words that make an impact, e.g. adjectives and powerful verbs	Begin to organize the writing into sections or paragraphs in extended stories	Speak clearly and confidently in a range of contexts, including speaking at greater length
4	Understand how expressive and descriptive language creates mood	Begin to use paragraphs more consistently to organize and sequence ideas	Organize ideas when speaking at length to help the listener
5	Comment on a writer's use of language and explain the reasons behind the writer's choices	Map out writing to plan the structure, e.g. paragraphs, sections, chapters	Prepare and present an argument to persuade others to adopt a point of view
6	Analyze the success of writing in evoking particular moods, e.g. suspense	Use paragraphs, sequencing and linking them appropriately, to support the overall development of the text	Use spoken language well to persuade, instruct or make a case, e.g. in a debate

How to Use the *Global Stage* Cambridge Primary English Maps

The mapping charts on the following pages are organized around the Cambridge Primary English curriculum framework stages—they include all the descriptors for each stage and are mapped to the corresponding *Global Stage* level. In most levels, the maps also include descriptors from other stages where these better reflect what students are being taught to do.

Each descriptor within a strand has a reference—the “Learning Code,” e.g. IRi1 (Stage 1, reading, implicit meaning, objective 1)—followed by a description of the target that students work toward, the “objective.” Where there is a correlation between *Global Stage* and the Cambridge Primary English curriculum framework, the next columns show the unit and page number of the Language Book and the Literacy Book. Sometimes, an objective is covered in the Teacher’s Book, but is not explicitly addressed in the Language Book or Literacy Book—in these cases, a page reference for the Teacher’s Book is also provided. In cases where the descriptor is developed at another Cambridge English stage, the stage is shown in *italics*.

There are a few places where no correlation is given; this is because the Cambridge Primary English curriculum framework is intended primarily for schools whose students will go on to take the iGCSE (the international version of a UK qualification, taken when students are around 16 years old), while *Global Stage* is intended for English language learners around the world. Note that students using *Global Stage* are expected to have some previous knowledge of English, so some descriptors in Stage 1 are assumed rather than being actively covered, e.g. “Know that, in English, print is read from left to right and top to bottom” (IRo9) or “Develop a comfortable and efficient pencil grip” (IWol).

Schools that intend for their students to take the annual Progression Tests and Primary Checkpoint tests are advised to pay attention to the objectives for which no correlation is given, because reading and writing objectives may be examined.

Summary of Coverage of Cambridge Primary English Curriculum Framework Stages 1–6 and *Global Stage* Levels 1–6

Overall, the match between the Cambridge Primary English curriculum framework and *Global Stage* is excellent, and the match for the curriculum that is tested in the Cambridge exams is even closer.

Objectives that would be helpful for schools to include in their language arts curriculum are identified below.

The Reading Strand

There is a good fit between the main elements of this strand—such as the text types and the level of general understanding of the details of texts—and the content in the Language Books and Literacy Books. If a strand descriptor is not covered in one book, there is likely to be some coverage in the other. There is an emphasis on the development of basic reading skills for short texts on a limited range of topics in the first two levels. At the third and fourth levels, the focus shifts toward the development of reading comprehension

skills, supporting students' ability to understand some specific information and details in short, simple texts on a limited range of general and curricular topics. These levels also deal with starting to recognize the difference between fact and opinion (or attitude) in short, simple texts on a limited range of general and curricular topics. In the last two levels, the key aim is to ensure that students can independently read a range of short, simple fiction and non-fiction texts with confidence and enjoyment. Students also further develop their reading comprehension skills to include understanding the main points and specific information in a wide range of short, simple texts on general and curricular topics by using contextual clues.

In the Cambridge curriculum, there is a greater emphasis on strategies for reading aloud, and there is access to a greater range of specified genres, including the study of poetry (see below).

Stage	Fiction and poetry	Non-fiction
1	real-life stories, traditional tales from different cultures, fantasy stories, poetry, and plays	non-chronological reports, simple recounts, and instructions
2	real-life stories, traditional tales from different cultures, different stories by the same author, longer stories, poetry, and plays	non-chronological reports, instructions, explanations, and reference texts
3	real-life stories, myths and legends, adventure stories, poetry, and plays	letters, reports, instructions, and reference texts
4	historical stories, stories set in imaginary worlds, stories from other cultures, real-life stories with issues/dilemmas, poetry, and plays including imagery	newspapers and magazines, reference texts, explanations, and persuasion (including advertisements)
5	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	instructions, recounts (including biography), and persuasion
6	various genres, including science fiction, extended narratives, stories with flashbacks, poetry, and plays including imagery	instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, and formal and impersonal writing

Schools that plan to have students take the Progression Tests and Primary Checkpoint Tests should aim to cover the full range of genres for both reading and writing.

The Writing Strand

Many useful writing skills are covered in all levels of *Global Stage*, including punctuation marks usage, paragraph sequencing, and ordering and organizing information with appropriate phrases and layouts. In the initial levels, the emphasis is on the use of correct spelling and basic punctuation. In the middle levels, students start identifying key parts in a writing model and drafting ideas using key language and punctuation correctly in order to write short pieces. In the last two levels, students use a range of connectors, and they plan, write, edit, and proofread work at the entire-text level (with some support) on a range of general and curricular topics.

Grammar is primarily included in the writing strand. The teaching of grammar in *Global Stage* is both rigorous and comprehensive. Although some objectives may be allocated to different stages, *Global Stage* covers all the most important grammar objectives.

Cambridge recommends that all schools follow a cumulative and structured phonics program during Stages 1 and 2, leading into a structured spelling program for Stages 3 and 4. Schools that take this advice will cover all of the Cambridge expectations for spelling. Schools should also follow a structured handwriting program in order to meet the handwriting objectives.

The Speaking and Listening Strand

The content in this strand fits well with both the Language Book and with the supplementary opportunities to practice speaking and listening skills contained in the Literature Book. *Global Stage* includes both audio material and videos, which are particularly effective for questions and answers and for listening comprehension tasks. In addition, much of the learning around global citizenship is mediated through speaking and listening activities.

In Levels 1 and 2, the principal listening focus is on understanding the main points of short, supported talks on a limited range of general and curricular topics; speaking deals mainly with giving short, basic descriptions of people and objects, and it contributes a students' growing range of suitable words, phrases, and sentences during short pair, group and whole-class exchanges.

In Levels 3 and 4, students start to listen and understand most specific information and details, and to deduce meaning from context in short, supported talks on a wide range of familiar topics. They start to extend their interactions in basic exchanges on a growing range of general and curricular topics. They are also able to relate basic stories and events on a range of general and curricular topics.

By Levels 5 and 6, students are also able to recognize the opinion of the speaker(s) in supported extended talks on a range of general and curricular topics, and to understand supported narratives—including some extended talks—on a range of general and curricular topics. They can summarize what others have said on a range of general and curricular topics, link their comments to what others say at the sentence and discourse levels in pairs, groups and whole-class exchanges, and extend their interactions to include longer exchanges on a wide range of general and curricular topics. They can also convey extended stories and describe events on a growing range of general and curricular topics.

The only objectives that are included in the Cambridge English framework but missing from *Global Stage* are those that refer to non-verbal communication and to the different roles students can play in organized group work.

Stage 1

Note on language variety: as this curriculum framework was developed and designed using British English, these mapping tables use the original British English spelling and phrasing.

READING		Language Book	Literature Book	Teacher's Book	Covered in other stages
	Develop broad reading skills				
IRo1	Hear, read and write initial letter sounds		Phonics review, pp. 4–5		
IRo2	Know the name of and most common sound associated with every letter in the English alphabet		Phonics review, pp. 4–5		
IRo3	Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. <i>th, ch, sh</i>		U1, p. 16 U2, p. 33 U3, p. 54 U4, p. 70 U5, p. 80	phonics in every unit	other long vowels in Stage 3
IRo4	Use knowledge of sounds to read and write single syllable words with short vowels.		Phonics review, pp. 4–7	throughout	
IRo5	Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. <i>b-l, n-d</i>				
IRo6	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.		U6, p. 96	pronunciation guides in every unit	
IRo7	Demonstrate an understanding that one spoken word corresponds with one written word.				
IRo8	Join in with reading familiar, simple stories and poems	throughout	throughout		
IRo9	Know that, in English, print is read from left to right and top to bottom				
IRo10	Read a range of common words on sight				
IRo11	Enjoy reading and listening to a range of books, drawing on background information and vocabulary provided	throughout	throughout		
IRo12	Make links to own experiences	throughout	throughout		
IRo13	Retell stories, with some appropriate use of story language		U6, p. 102 U10, p. 166	U4	
	Demonstrate understanding of explicit meaning in texts				
IRx1	Read labels, lists and captions to find information	U6, p. 91 U6, p. 94	throughout		

	Demonstrate understanding of implicit meaning in texts				
IRi1	Anticipate what happens next in a story		U7, p. 111 U10, p. 159		
IRi2	Talk about events in a story and make simple inferences about characters and events to show understanding		U1, p. 16 U5, p. 75		
	Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts				
IRw1	Talk about significant aspects of a story's language, e.g. <i>repetitive refrain, rhyme, patterned language</i>		U4, p. 58	rhyme explored in U1, U4, U5, and U8	
IRw2	Recognise story elements, e.g. <i>beginning, middle, end</i>		U5, p. 81 U5, p. 86 U6, p. 95		
	Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts				
IRv1	Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams	U7, p. 89	U2		
IRv2	Know the parts of a book, e.g. <i>title page, contents</i>	U8, p. 127		captions explored in U6	

WRITING		Language Book	Literature Book	Teacher's Book	Covered in other stages
	Develop broad writing skills				
IWo1	Develop a comfortable and efficient pencil grip				
IWo2	Form letters correctly				
IWo3	Know that a capital letter is used for <i>I</i> , for proper nouns and for the start of a sentence	U3, p. 46 U7, p. 98			
IWo4	Use knowledge of sounds to write simple regular words and to attempt other words, including when writing simple sentences dictated by the teacher from memory		Phonics Review, pp. 4–5	phonics and spelling support in every unit	
IWo5	Read own writing aloud and talk about it	U8, p. 109 U9, p. 123			
IWo6	Develop strategies to build vocabulary	throughout	throughout		
	Select and develop content and use register and language appropriate to genre, purpose and audience				
IWa1	Write simple storybooks with sentences to caption pictures			U6: draw and caption U7: draw and label U8: draw and describe U10: draw to discuss	
IWa2	Use relevant vocabulary	throughout	throughout		
IWa3	Record answers to questions, e.g. as lists, charts	U2, p. 23	U1, p. 22		
IWa4	Begin to use some formulaic language, e.g. <i>Once upon a time</i>				
IWa5	Write for a purpose using some basic features of text type	U4, p. 58	U4, p. 71		
IWa6	Write simple information texts with labels, captions, lists, questions and instructions for a purpose	U3, p. 37	U1, p. 18		
	Structure and organise ideas coherently using sections or paragraphs				
IWt1	Write a sequence of sentences retelling a familiar story or recounting an experience	U8, p. 109			
	Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects				
IWp1	Mark some sentence endings with a full stop	U1, p. 2 U6, p. 81			

IWp2	Compose and write a simple sentence with a capital letter and a full stop	U1, p. 20 U4, p. 58 U5, p. 71			
IWp3	Write sentence-like structures which may be joined by <i>and</i>	U8, p. 110	U6, p. 103		
Use accurate spelling					
IWs1	Begin to learn common spellings of long vowel phonemes, e.g. <i>ee, ai, oo</i>	U1, p. 16 U2, p. 32			
IWs2	Spell familiar common words accurately, drawing on sight vocabulary	U7, p. 93			
IWs3	Use rhyme and relate this to spelling patterns				
IWs4	Recognise common word endings, e.g. <i>-s, -ed, -ing</i>	U2, p. 25 U3, p. 39 U4, p. 51			

SPEAKING AND LISTENING		Language Book	Literature Book	Teacher's Book	Covered in other stages
ISL1	Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest	U2, p. 25			
ISL2	Converse audibly with friends, teachers and other adults	U3, p. 45			
ISL3	Show some awareness of the listener through non-verbal communication			use of facial expressions and gesticulation referred to throughout	
ISL4	Answer questions and explain further when asked	throughout	U1, p. 10		
ISL5	Speak confidently to a group to share an experience	throughout			
ISL6	Take turns in speaking	U2, p. 31 U6, p. 83 U7, p. 91			
ISL7	Listen to others and respond appropriately	U2, p. 31 U6, p. 83			
ISL8	Listen carefully to questions and instructions	throughout, with specific language review on pp. 6–7			
ISL9	Engage in imaginative play, enacting simple characters or situations	U2, p. 31 U3, p. 39 U7, p. 91		introduction	
ISL10	Understand that people speak in different ways for different purposes and meanings			International English throughout	

Stage 2

READING		Language Book	Literature Book	Teacher's Book	Covered in other stages
Develop broad reading skills					
2Ro1	Learn the different ways in which vowels can be pronounced, e.g. <i>how, low, apple, apron</i>	U1, p. 18			Stage 3
2Ro2	Use phonics as the main method of tackling unfamiliar words				
2Ro3	Identify syllables and split familiar compound words into parts			counting syllables in U8	
2Ro4	Extend the range of common words recognised on sight	throughout	throughout		
2Ro5	Begin to develop likes and dislikes in reading and listening to stories, drawing on background information and vocabulary provided	throughout	throughout		
2Ro6	Read aloud with increased accuracy, fluency and expression				
2Ro7	Begin to read with fluency and expression, taking some notice of punctuation, including speech marks			reading approach: listen and engage	
2Ro8	Explore a variety of non-fiction texts on screen		throughout		
2Ro9	Locate words by initial letter in simple dictionaries, glossaries and indexes			alphabet game	
2Ro10	Discuss the meaning of unfamiliar words encountered in reading	throughout	throughout		
Demonstrate understanding of explicit meaning in texts					
2Rx1	Read and respond to question words, e.g. <i>what, where, when, who, why</i>	throughout	throughout		Stage 1
2Rx2	Read and follow simple instructions, e.g. recipes	U6, p. 82			
2Rx3	Find answers to questions by reading a section of text		throughout		
2Rx4	Find factual information from different formats, e.g. charts, labelled diagrams	U1, p. 11	U3, p. 50 U9, p. 146		
Demonstrate understanding of implicit meaning in texts					
2Ri1	Predict story endings		U7, p. 111		
2Ri2	Identify and describe story settings and characters, recognising that they may be from different times and places	U2, p. 37	U3, p. 45 U4, p. 70 U8, p. 127 U9, p. 144		

2Ri3	Make simple inferences from the words on the page, e.g. about feelings		U4, p. 70 U5, p. 80 U9, p. 142 U10, p. 158		
	Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts				
2Rw1	Comment on some vocabulary choices, e.g. adjectives	U3, p. 45 U6, p. 77 U8, p. 102		U6: comparative and superlative adjectives	Stage 1
2Rw2	Talk about what happens at the beginning, in the middle or at the end of a story	U1, p. 17	U6, p. 96 U7, p. 118 U10, p. 166		
2Rw3	Read poems and comment on words and sounds, rhyme and rhythm			U3, p. 88	
	Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts				
2Rv1	Show some awareness that texts have different purposes				
2Rv2	Identify general features of known text types		U7, p. 106		

WRITING		Language Book	Literature Book	Teacher's Book	Covered in other stages
	Develop broad writing skills				
2Wo1	Form letters correctly and consistently				
2Wo2	Practise handwriting patterns and the joining of letters				
2Wo3	Begin to re-read own writing aloud to check for sense and accuracy				
2Wo4	Use simple non-fiction texts as a model for writing	each unit			
2Wo5	Use the structures of familiar poems and stories in developing own writing				
2Wo6	Plan writing through discussion or by speaking aloud	each unit			
2Wo7	Make simple notes from a selection of non-fiction texts, e.g. listing key words	U2, p. 31	U1, p. 23		
	Select and develop content and use register and language appropriate to genre, purpose and audience				
2Wa1	Develop stories with a setting, characters and a sequence of events	U9, p. 124			Stage 3
2Wa2	Choose interesting words and phrases, e.g. in describing people and places	U3, p. 45 U3, p. 54			
2Wa3	Build and use collections of interesting and significant words	throughout	throughout		
2Wa4	Begin to use dialogue in stories				
2Wa5	Use features of chosen text type	each unit			
2Wa6	Write instructions and recount events and experiences	each unit	U1, p. 17		
2Wa7	Write simple evaluations of books read				
	Structure and organise ideas coherently using sections or paragraphs				
2Wt1	Structure a story with a beginning, middle and end	U9, p. 124			Stage 3
2Wt2	Use the language of time, e.g. <i>suddenly</i> , <i>after that</i>	U9, p. 124	U1, p. 17		
2Wt3	Link ideas in sections, grouped by content				
2Wt4	Use a variety of simple organisational devices in non-fiction, e.g. headings, captions				
	Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects				
2Wp1	Write in clear sentences using capital letters, full stops and question marks	U1, p. 20 U5, p. 69			

2Wp2	Find alternatives to <i>and/then</i> in developing a narrative and connecting ideas				
2Wp3	Use mainly simple and compound sentences, with <i>and/but</i> to connect ideas; <i>because</i> may begin to be used in a complex sentence	U3, p. 46 U5, p. 72 U8, p. 110 U9, p. 122	U3, p. 55		
2Wp4	Use the past and present tenses accurately (if not always consistently)	from U3 onwards			
2Wp5	Begin to vary sentence openings, e.g. with simple adverbs	U9, p. 124			
2Wp6	Write using a variety of sentence types	U7, p. 98			
Use accurate spelling					
2Ws1	Learn the different common spellings of long vowel phonemes	U5, p. 70			
2Ws2	Apply knowledge of phonemes and spelling patterns in writing independently as well as when writing sentences dictated by the teacher from memory	throughout			
2Ws3	Secure the spelling of high frequency words and common irregular words	U4 p. 58 U5 p. 63			
2Ws4	Spell words with common prefixes and suffixes, e.g. <i>un-</i> , <i>dis-</i> , <i>-ful</i> , <i>-ly</i>	U6 (-er, -est)			

SPEAKING AND LISTENING		Language Book	Literature Book	Teacher's Book	Covered in other stages
2SL1	Recount experiences and explore possibilities	throughout	U1, p. 9		
2SL2	Explain plans and ideas, extending them in the light of discussion	throughout	throughout		
2SL3	Articulate clearly so that others can hear	U1, p. 19			
2SL4	Vary talk and expression to gain and hold the listener's attention				
2SL5	Show awareness of the listener by including relevant details	U3, p. 43			
2SL6	Attempt to express ideas precisely, using a growing vocabulary	U3, p. 41	U3, p. 55		
2SL7	Listen carefully and respond appropriately, asking questions of others	U3, p. 45			
2SL8	Demonstrate 'attentive listening' and engage with another speaker	U7, p. 97			
2SL9	Extend experiences and ideas through role-play	U3, p. 45 U7, p. 97 U10, p. 135		introduction	
2SL10	Begin to be aware of ways in which speakers vary talk, e.g. the use of more formal vocabulary and tone of voice				
2SL11	Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking				

Stage 3

READING		Language Book	Literature Book	Teacher's Book	Covered in other stages
	Develop broad reading skills				
3Ro1	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		U1, p. 22		
3Ro2	Read a range of story, poetry and information books and begin to make links between them		at the end of each unit	throughout	
3Ro3	Read and comment on different books by the same author				
3Ro4	Practise learning and reciting poems				
3Ro5	Read aloud with expression to engage the listener				
3Ro6	Sustain the reading of 48–64 page books, noting how a text is organised into sections or chapters		U2, p. 26		
3Ro7	Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression				
3Ro8	Locate information in a non-fiction text using a contents page and index				
3Ro9	Use IT sources to locate simple information				
3Ro10	Read and follow instructions to carry out an activity	throughout	throughout		
3Ro11	Locate books by classification				
3Ro12	Read playscripts and dialogue, with awareness of different voices	each unit	U8, p. 125		
	Demonstrate understanding of explicit meaning in texts				
3Rx1	Answer questions with some reference to single points in a text		throughout		
3Rx2	Scan a passage to find specific information and answer questions		U6, p. 49 U8, p. 125		Stage 2
3Rx3	Identify the main points or gist of a text	U1, p. 20	U1, p. 17 U3, p. 54 U6, p. 94 U7, p. 112 U9, p. 143		Stage 2

	Demonstrate understanding of implicit meaning in texts				
3Ri1	Begin to infer meanings beyond the literal, e.g. about motives and character		U1, p. 16 U3, p. 54 U5, p. 44 U7, p. 118 U8, p. 134		
3Ri2	Infer the meaning of unknown words from their context		throughout		
	Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts				
3Rw1	Consider how choice of words can heighten meaning		U5, p. 42		
3Rw2	Consider words that make an impact, e.g. adjectives, powerful verbs	U8, p. 104	U5, p. 42		
3Rw3	Consider ways that information is set out on a page and on a screen, e.g. lists, charts, bullet points	U3, p. 44	U1, p. 18 U1, p. 21		
	Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts				
3Rv1	Identify the main purpose of a text		U2, p. 31		
3Rv2	Understand and use the terms 'fact', 'fiction' and 'non-fiction'		throughout	throughout second reading in Literature Book	
3Rv3	Identify different types of stories and typical story themes		U2, p. 38 U6, p. 49		

WRITING		Language Book	Literature Book	Teacher's Book	Covered in other stages
	Develop broad writing skills				
3Wo1	Ensure consistency in the size and proportion of letters and the spacing of words				
3Wo2	Practise joining letters in handwriting				
3Wo3	Build up handwriting speed, fluency and legibility				
3Wo4	Use IT to write, edit and present work				
3Wo5	Identify misspelt words in own writing and keep individual spelling logs			Write About It in each unit	
3Wo6	Use reading as a model for writing dialogue	U5, p. 62			
3Wo7	Write simple sentences, dictated by the teacher, from memory	each unit			
3Wo8	Write simple playscripts based on reading			U8, p. 171	
3Wo9	Use a dictionary or electronic means to find the spelling and meaning of words				
3Wo10	Make a record of information drawn from a text, e.g. by completing a chart	U2, p. 27	throughout		
	Select and develop content and use register and language appropriate to genre, purpose and audience				
3Wa1	Develop descriptions of settings in stories	U5, p. 62	U4, p. 70		
3Wa2	Write portraits of characters		U4, p. 70 U8, p. 135		
3Wa3	Choose and compare words to strengthen the impact of writing, including noun phrases	U1, p. 20 U2, p. 31	U4, p. 70		
3Wa4	Explore vocabulary for introducing and concluding dialogue, e.g. <i>said, asked</i>				
3Wa5	Generate synonyms for high frequency words, e.g. <i>big, little, good</i>	U8, p. 110			
3Wa6	Establish purpose for writing, using features and style based on model texts	Write About It in each unit			
3Wa7	Write first-person accounts and descriptions based on observation	U5, p. 62			
3Wa8	Write book reviews summarising what a book is about	U1, p. 19			
3Wa9	Write and perform poems, attending to the sound of words	U8, p. 110			
3Wa10	Write letters, notes and messages	U4, p. 58 U6, p. 43 U9, p. 124	U7, p. 112 U9, p. 142 U9, p. 151		

	Structure and organise ideas coherently using sections or paragraphs				
3Wt1	Develop a range of adverbials to signal the relationship between events	U2, p. 32 U4, p. 51 U6, p. 84			
3Wt2	Begin to organise writing in sections or paragraphs in extended stories	U2, p. 31 U6, p. 84 U7, p. 98 U10, p. 136			
3Wt3	Plan main points as a structure for story writing	U7, p. 98 U10, p. 136			
	Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects				
3Wp1	Maintain accurate use of capital letters and full stops in showing sentences and check by reading own writing aloud			Write About It in each unit	
3Wp2	Use a wider variety of sentence types including simple, compound and some complex sentences	each unit			
3Wp3	Continue to improve consistency in the use of tenses	throughout			
3Wp4	Vary sentence openings, e.g. with adverbials	U2, p. 32 U3, p. 46 U4, p. 58 U10, p. 136	U4, p. 61		
3Wp5	Recognise the use of the apostrophe to mark omission in shortened words, e.g. <i>can't</i> , <i>don't</i>	U1, p. 17 U5, p. 63			Stage 2
3Wp6	Learn the basic conventions of speech punctuation and begin to use speech marks	U5, p. 63 U7, p. 98			
3Wp7	Use question marks, exclamation marks and commas in lists	U3, p. 45			
3Wp8	Collect examples of nouns, verbs and adjectives, and use the terms appropriately	throughout		U3, p. 80	
3Wp9	Identify pronouns and understand their function in a sentence				Stages 4 and 5
3Wp10	Understand that verbs are necessary for meaning in a sentence				
3Wp11	Understand pluralisation and use the terms 'singular' and 'plural'				Stage 1
3Wp12	Know irregular forms of common verbs	U1, p. 13 U9, p. 124			
3Wp13	Ensure grammatical agreement of pronouns and verbs in using standard English	U4, p. 55 U5, p. 65			Stage 2

	Use accurate spelling				
3Ws1	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		each unit		
3Ws2	Explore words that have the same spelling but different meanings (homonyms), e.g. <i>form</i> , <i>wave</i>				
3Ws3	Learn rules for adding <i>-ing</i> , <i>-ed</i> , <i>-s</i> to verbs				Stage 2
3Ws4	Extend earlier work on prefixes and suffixes	U1 p. 20: <i>-ly</i> U2 p. 25: <i>-er</i> , <i>-est</i>			

SPEAKING AND LISTENING		Language Book	Literature Book	Teacher's Book	Covered in other stages
3SL1	Speak clearly and confidently in a range of contexts, including longer speaking turns	U2, p. 31 U4, p. 59 U5, p. 63 U7, p. 97 U8, p. 109 U10, p. 135			
3SL2	Adapt tone of voice, use of vocabulary and non-verbal features for different audiences	U2, p. 31 U4, p. 59 U5, p. 63 U7, p. 97 U8, p. 109			
3SL3	Take turns in discussion, building on what others have said	throughout			
3SL4	Listen and respond appropriately to others' views and opinions	U1, p. 19 U3, p. 45 U5, p. 63			
3SL5	Listen to and remember a sequence of instructions				
3SL6	Practise to improve performance when reading aloud				
3SL7	Begin to adapt movement to create a character in drama			U1, p. 53	
3SL8	Develop sensitivity to ways that others express meaning in their talk and non-verbal communication				

Stage 4

READING		Language Book	Literature Book	Teacher's Book	Covered in other stages
	Develop broad reading skills				
4Ro1	Extend the range of reading				
4Ro2	Explore the different processes of reading silently and reading aloud				
4Ro3	Read further stories or poems by a favourite writer, and compare them				
4Ro4	Use knowledge of punctuation and grammar to read with fluency, understanding and expression			U1, p. 50	
4Ro5	Identify all the punctuation marks and respond to them when reading				
4Ro6	Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words				
4Ro7	Read and perform playscripts, exploring how scenes are built up		U8, pp. 110 and 134		Stage 5
4Ro8	Express a personal response to a text, and link characters and settings to personal experience		throughout		
	Demonstrate understanding of explicit meaning in texts				
4Rx1	Retell or paraphrase events from the text in response to questions		throughout		
4Rx2	Note key words and phrases to identify the main points in a passage	U5, p. 63	U5, p. 76		
4Rx3	Distinguish between fact and opinion in print and IT sources		U1, pp. 17 and 22		
4Rx4	Explore explicit meanings in a text		throughout		
	Demonstrate understanding of implicit meaning in texts				
4Ri1	Investigate how settings and characters are built up from details and identify key words and phrases		U2, p. 32 U3, pp. 47 and 54 U6, p. 97 U7, p. 113 U9, p. 143		
4Ri2	Explore implicit meanings in a text		throughout		

	Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts				
4Rw1	Recognise meaning in figurative language		U7, p. 116 U10, p. 159		
4Rw2	Understand the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. <i>as ... as a ...</i>	U10, p. 135	U10, p. 159		
4Rw3	Understand how expressive and descriptive language creates mood		U2, p. 32 U8, p. 110		
4Rw4	Identify adverbs and their impact on meaning				Stage 5
4Rw5	Understand the use of connectives to structure an argument, e.g. <i>if, although</i>				
4Rw6	Understand how points are ordered to make a coherent argument				
4Rw7	Understand the main stages in a story from introduction to resolution		U5, p. 86 U6, p. 97 U9, p. 144		
4Rw8	Explore narrative order and the focus on significant events		U5, p. 86 U6, p. 97		
4Rw9	Understand how paragraphs and chapters are used to organise ideas		U9, p. 146		
4Rw10	Compare and contrast poems and investigate poetic features			U10, p. 202	
4Rw11	Investigate the grammar of different sentences, including statements, questions and orders	each unit			
	Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts				
4Rv1	Identify different types of non-fiction text and their known key features		each unit		
4Rv2	Read newspaper reports and consider how they engage the reader				
4Rv3	Understand how persuasive writing is used to convince a reader				Stage 5

WRITING		Language Book	Literature Book	Teacher's Book	Covered in other stages
	Develop broad writing skills				
4Wo1	Identify syllabic patterns in multisyllabic words				
4Wo2	Explore the layout and presentation of writing, in the context of helping it to fit its purpose				
4Wo3	Use joined-up handwriting in all writing				
4Wo4	Look for alternatives for overused words and expressions				
4Wo5	Make short notes from a text and use these to aid writing	U2, p. 31 U5, p. 73	U10, p. 158		
4Wo6	Collect and present information from non-fiction texts	U2, p. 31	U7, p. 119		
4Wo7	Re-read own writing aloud to check punctuation and grammatical sense	each unit			
4Wo8	Write sentences, dictated by the teacher, from memory				
	Select and develop content and use register and language appropriate to genre, purpose and audience				
4Wa1	Write character profiles, using detail to capture the reader's imagination	U5, p. 73	U2, p. 33 U3, p. 47 U9, p. 145		
4Wa2	Adopt a viewpoint as a writer, expressing opinions about characters or places		U5, p. 77		
4Wa3	Choose and compare words to strengthen the impact of writing, including some powerful verbs	U1, p. 20 U10, p. 136			
4Wa4	Use more powerful verbs, e.g. <i>rushed</i> instead of <i>went</i>				Stage 6
4Wa5	Explore degrees of intensity in adjectives, e.g. <i>cold, tepid, warm, hot</i>				Stage 5
4Wa6	Elaborate on basic information with some detail	U1, p. 20	U7, p. 119		
4Wa7	Write newspaper-style reports, instructions and non-chronological reports	U2, p. 32 U4, p. 58 U7, p. 98			
4Wa8	Show awareness of the reader by adopting an appropriate style or viewpoint				
4Wa9	Present an explanation or a point of view in ordered points, e.g. in a letter	U3, p. 46 U6, p. 84	U8, p. 135		
4Wa10	Explore alternative openings and endings for stories		U8, p. 110 U9, p. 124		

4Wa11	Summarise a sentence or a paragraph in a limited number of words			U5, p. 120	Stage 5
	Structure and organise ideas coherently using sections or paragraphs				
4Wt1	Explore different ways of planning stories, and write longer stories from plans		U6, p. 96 U8, p. 110 U9, p. 124		
4Wt2	Begin to use paragraphs more consistently to organise and sequence ideas	U2, p. 32 U3, p. 45			
	Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects				
4Wp1	Use a wider variety of connectives in an increasing range of sentences	U3, pp. 39 and 46			
4Wp2	Use commas to mark meaning within sentences	U3, p. 43 U6, p. 84			Stage 3
4Wp3	Experiment with varying tenses in texts, e.g. in dialogue	U2, p. 25	U2, p. 38		
4Wp4	Understand past and present tenses and future forms of verbs	each unit			Stage 3
4Wp5	Understand all parts of the verb <i>to be</i> and know when to use each one	U9, p. 129			
4Wp6	Use a range of end-of-sentence punctuation with accuracy	U4, p. 58 U6, p. 79 U9, p. 117			
4Wp7	Use speech marks and begin to use other associated punctuation	U9, p. 124			
4Wp8	Learn the use of the apostrophe to show possession, e.g. <i>girl's</i> , <i>girls'</i>				
	Use accurate spelling				
4Ws1	Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes		each unit		
4Ws2	Investigate spelling patterns; generate and test rules that govern them				
4Ws3	Check and correct spellings and identify words that need to be learned				
4Ws4	Spell words with common letter strings but different pronunciations, e.g. <i>tough</i> , <i>through</i> , <i>trough</i> , <i>plough</i>	Language Review, p. 5			
4Ws5	Revise rules for spelling words with common inflections, e.g. <i>-ing</i> , <i>-ed</i> , <i>-s</i>	U6, p. 76 U7, p. 91			
4Ws6	Extend earlier work on prefixes and suffixes	Language Review, p. 9: <i>-er</i> , <i>-est</i>	U7, p. 118		

4Ws7	Match spelling to meaning when words sound the same (homophones), e.g. <i>to/two/too, right/write</i>				
4Ws8	Use all the letters in sequence for alphabetical ordering				
4Ws9	Build words from other words with similar meanings, e.g. <i>medical, medicine</i>				
4Ws10	Collect and classify words with common roots, e.g. <i>invent, prevent</i>				

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SPEAKING AND LISTENING		Language Book	Literature Book	Teacher's Book	Covered in other stages
4SL1	Organise ideas in a longer speaking turn to help the listener	U2, p. 31 U4, p. 45 U7, p. 97 U9, p. 109			
4SL2	Vary use of vocabulary and level of detail according to purpose	U5, p. 71 U10, p. 135	each unit		
4SL3	Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments	each unit	each unit		
4SL4	Deal politely with opposing points of view	U1, p. 19 U5, p. 71 U6, p. 83			
4SL5	Listen carefully in discussion, contributing relevant comments and questions	throughout	throughout		
4SL6	Adapt the pace and loudness of speaking appropriately when performing or reading aloud	U4, p. 57			
4SL7	Adapt speech and gesture to create a character in drama	U6, p. 83		U8, p. 171	
4SL8	Comment on different ways that meaning can be expressed in own and others' speech	U4, p. 57		p. 212	

Stage 5

READING		Language Book	Literature Book	Teacher's Book	Covered in other stages
Develop broad reading skills					
5Ro1	Skim read to gain an overall sense of a text and scan for specific information		U1, p. 17 U4, p. 57		
5Ro2	Compare and evaluate the print and film versions of a novel or play				
5Ro3	Compare dialogue and dramatic conventions in film narrative				
5Ro4	Read and perform narrative poems				
5Ro5	Read poems by significant poets and compare style, forms and themes				
5Ro6	Investigate the origin and appropriate use of idiomatic phrases		U1, p. 16		Stage 4
Demonstrate understanding of explicit meaning in texts					
5Rx1	Look for information in non-fiction texts to build on what is already known	each unit	each unit		
5Rx2	Extract key points, and group and link ideas	throughout	throughout		
5Rx3	Locate information confidently and efficiently from different sources	throughout	throughout		
Demonstrate understanding of implicit meaning in texts					
5Ri1	Provide accurate textual reference from more than one point in a story to support answers to questions	throughout	throughout		
5Ri2	Identify the point of view from which a story is told	U6, p. 82	U2, p. 38 U4, p. 61		Stage 3, Stage 4
Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts					
5Rw1	Comment on a writer's use of language and explain reasons for the writer's choices	U2, p. 30 U5, p. 71 U6, p. 82 U10, p. 134	U2, p. 38 U5, p. 79 U6, p. 94		
5Rw2	Add to understanding beyond the literal by beginning to interpret imagery and techniques, e.g. metaphor, personification, simile	U5, p. 71	U5, p. 86 U7, p. 113		
5Rw3	Discuss metaphorical expressions and figures of speech	U5, p. 71	U5, p. 86 U7, p. 113		
5Rw4	Understand clauses within sentences and how they are connected				

5Rw5	Compare the structure of different stories	U3, p. 44 U9, p. 115	U2, p. 33 U4, p. 60 U7, p. 112		
5Rw6	Understand the difference between direct and reported speech	U3, p. 38 U10, p. 129			
5Rw7	Learn how dialogue is set out and punctuated	U3, p. 38 U10, p. 129			
5Rw8	Identify unfamiliar words, explore definitions and use new words in context	each unit	each unit		
5Rw9	Understand the use of impersonal style in explanatory texts			p. 213	
5Rw10	Understand conventions of standard English, e.g. agreement of verbs	throughout	throughout		
	Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts				
5Rv1	Read and evaluate non-fiction texts for purpose, style, clarity and organisation	U1, p. 18 U6, p. 83 U7, p. 96 U8, p. 108 U10, p. 134	U2, p. 38 U6, p. 94 U7, p. 113		
5Rv2	Explore the features of texts which are about events and experiences, e.g. diaries	U4, p. 56	U4, pp. 58 and 60 U8, p. 129		
5Rv3	Compare writing that informs and persuades	U1, p. 18 U6, p. 83 U7, p. 96 U8, p. 108	U2, p. 38 U6, p. 94 U7, p. 119		
5Rv4	Note the use of persuasive devices, words and phrases in print and other media	U1, p. 18 U6, p. 83 U7, p. 96 U10, p. 134	U2, p. 38 U6, p. 94		
5Rv5	Read and identify characteristics of myths, legends and fables		U8, p. 123		
5Rv6	Read widely and explore the features of different fiction genres	throughout	throughout		
5Rv7	Consider how a writer expresses their own point of view, e.g. how characters are presented	U6, p. 82	U9, p. 150	U4, p. 100	

WRITING		Language Book	Literature Book	Teacher's Book	Covered in other stages
	Develop broad writing skills				
5Wo1	Recognise a range of less common letter strings in words which may be pronounced differently				
5Wo2	Evaluate own and others' writing	U8, p. 109 U9, p. 123 U10, p. 134		U2, p. 68 U5, p. 116	
5Wo3	Use dictionaries efficiently and carry out IT spell checks				
5Wo4	Make notes for different purposes, using simple abbreviations and writing 'in your own words'				Stage 6
5Wo5	Practise fast, fluent and legible handwriting styles for different purposes	U9, p. 123			
	Select and develop content and use register and language appropriate to genre, purpose and audience				
5Wa1	Use imagery and figurative language to evoke an imaginative response	U5, p. 72			
5Wa2	Maintain a consistent viewpoint when writing	U3, p. 45 U6, p. 83	U4, p. 70		
5Wa3	Use a more specialised vocabulary to match the topic	U6, p. 83 U8, p. 108	U3, p. 41	U3, p. 84	
5Wa4	Choose words and phrases carefully to convey feeling and atmosphere	U3, p. 45 U4, p. 62 U9, p. 123	U6, p. 94 U9, p. 150	U3, p. 84	
5Wa5	Collect synonyms and opposites, and investigate shades of meaning	U9, p. 123	U2, p. 33 U4, p. 60 U6, p. 94 U10, p. 165		
5Wa6	Use a thesaurus to extend vocabulary and choice of words				
5Wa7	Write non-chronological reports and explanations	U2, p. 31	U6, p. 103 U7, p. 119 U8, p. 135 U9, p. 151 U10, p. 167		
5Wa8	Write new scenes or characters into a story, or write from another viewpoint	U9, p. 123	Literature Review, p. 5		Stage 6
5Wa9	Draft and write letters for real purposes	U10, p. 134			
5Wa10	Write own versions of legends, myths and fables, using structures from reading				
5Wa11	Write a playscript, including production notes to guide performance				

5Wa12	Write a commentary on an issue, setting out and justifying a personal view	U2, p. 32 U4, p. 57 U6, p. 83	U6, p. 94		
5Wa13	Record ideas, reflections and predictions about books, e.g. in a reading log		each unit		
5Wa14	Practise proofreading and editing own writing for clarity and correctness	U6, p. 83 U8, p. 108 U9, p. 123 U10, p. 134			
5Wa15	Review, revise and edit writing in order to improve it, using IT as appropriate	U6, p. 83 U8, p. 108 U9, p. 123 U10, p. 134			
	Structure and organise ideas coherently using sections or paragraphs				
5Wt1	Map out writing to plan structure, e.g. paragraphs, sections, chapters	each unit	each unit		
5Wt2	Use pronouns, making clear to what or to whom they refer	U7, p. 94	U4, p. 61		
5Wt3	Begin to establish links between paragraphs using adverbials	U8, p. 108	U2, p. 33 U8, p. 128		
	Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects				
5Wp1	Use an increasing range of subordinating connectives	U2, p. 31			
5Wp2	Combine simple sentences and re-order clauses to make compound and complex sentences				
5Wp3	Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences	U9, p. 123			
5Wp4	Begin to set out dialogue appropriately, using a range of punctuation	U3, p. 38 U9, p. 123			
5Wp5	Identify prepositions and use the term 'preposition'	U3, p. 44			Stage 4
5Wp6	Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue				
5Wp7	Use apostrophes for both possession and shortened forms	U1, p. 13 U2, p. 25			
5Wp8	Spell and make correct use of possessive pronouns, e.g. <i>their, theirs, my, mine</i>		U4, p. 61		

	Use accurate spelling				
5Ws1	Investigate the spelling of word-final unstressed vowels, e.g. the unstressed er at the end of <i>butter</i> and unstressed ee at the end of <i>city</i>	U2, p. 23			
5Ws2	Learn spelling rules for words ending in -e and -y, e.g. <i>take/taking, try/tries</i>				
5Ws3	Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. <i>-full/-ful</i>				Stage 4
5Ws4	Use known spellings to work out the spelling of related words				
5Ws5	Use effective strategies for learning new spellings and misspelt words				
5Ws6	Identify 'silent' vowels in polysyllabic words, e.g. <i>library, interest</i>				
5Ws7	Investigate spelling patterns for pluralisation, e.g. -s, -es, -y/-ies, -f/-ves	U7, p. 94			
5Ws8	Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes that begin with vowels and those that begin with consonants	U9, p. 122			
5Ws9	Understand ways of creating opposites, e.g. <i>un-, im-</i> , and comparatives, e.g. <i>-er, -est</i>	U9, p. 122			Stage 4
5Ws10	Understand grammatical homophones, e.g. <i>they're, their, there</i>				
5Ws11	Identify word roots and derivations to support spelling and vocabulary, e.g. <i>sign, signal, signature</i>				

SPEAKING AND LISTENING		Language Book	Literature Book	Teacher's Book	Covered in other stages
5SL1	Shape and organise ideas clearly when speaking to aid the listener	throughout			
5SL2	Prepare and present an argument to persuade others to adopt a point of view	U1, p. 20 U2, p. 32 U6, p. 84 U9, p. 124			
5SL3	Talk confidently in extended turns and listen purposefully in a range of contexts, responding to guidance about, and feedback on, the quality of contributions	throughout		U2, p. 69	
5SL4	Begin to adapt non-verbal gestures and vocabulary to suit content and audience	U7, p. 98		U2, p. 69 U3, p. 85	
5SL5	Describe events and convey opinions with increasing clarity and detail	U2, p. 32 U9, p. 124		U2, p. 69	
5SL6	Recall and discuss important features of a talk, possibly contributing new ideas	each unit			
5SL7	Ask questions to develop ideas and extend understanding	U3, pp. 39 and 46		U9, p. 179	
5SL8	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	U2, p. 32			Stage 6
5SL9	Take different roles and responsibilities within a group				
5SL10	Convey ideas about characters in drama through deliberate choice of speech, gesture and movement	U7, p. 98		U3, p. 91 U7, p. 119	
5SL11	Begin to discuss how and why language choices vary in different situations	U4, p. 58 U5, p. 72			

Stage 6

READING		Language Book	Literature Book	Teacher's Book	Covered in other stages
Develop broad reading skills					
6Ro1	Articulate personal responses to reading, with close reference to the text		throughout		
6Ro2	Understand different word classes	throughout			
6Ro3	Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text				
Demonstrate understanding of explicit meaning in texts					
6Rx1	Distinguish between fact and opinion in a range of texts and other media	U1, p. 18 U8, p. 108		U3, p. 90 U8, p. 168	Stage 5
6Rx2	Paraphrase explicit meanings based on information from more than one point in the text	throughout	throughout		
Demonstrate understanding of implicit meaning in texts					
6Ri1	Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented	U4, p. 56 U7, p. 97	U2, p. 33 U4, p. 68 U10, p. 160	U8, p. 168	
6Ri2	Look for implicit meanings, and make plausible inferences from more than one point in the text	U7, p. 97	each unit		
Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts					
6Rw1	Comment on a writer's use of language, demonstrating awareness of its impact on the reader	throughout	throughout		
6Rw2	Explore proverbs, sayings and figurative expressions		U3, p. 41 U4, p. 70 U10, p. 160		
6Rw3	Analyse the success of writing in evoking particular moods, e.g. suspense	U5, p. 70 U7, p. 97	U4, p. 70	U4, p. 100	Stage 5
6Rw4	Begin to show awareness of the impact of a writer's choices of sentence length and structure	U4, p. 56 U7, p. 97 U9, p. 122	U5, p. 79 U7, p. 116		
6Rw5	Understand the use of conditionals, e.g. to express possibility	U1, p. 13 U3, p. 39 U9, p. 117			Stage 5
6Rw6	Discuss and express preferences in terms of language, style and themes		each unit		

6Rw7	Understand aspects of narrative structure, e.g. the handling of time	U4, p. 56 U8, p. 108	U1, p. 17 U8, p. 129 U9, p. 151		
6Rw8	Analyse how paragraphs and chapters are structured and linked	U2, p. 30 U3, p. 44 U7, p. 97 U9, p. 122	U9, p. 151 U10, p. 158		
6Rw9	Read and interpret poems in which meanings are implied or multi-layered				
6Rw10	Explore how poets manipulate and play with words and their sounds		U3, p. 54		
6Rw11	Explore the use of active and passive verbs within a sentence	U8, p. 103			Stage 5
6Rw12	Understand changes over time in words and expressions, and their use				
6Rw13	Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets				
	Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts				
6Rv1	Recognise key characteristics of a range of non-fiction text types	each unit	each unit		
6Rv2	Understand the conventions of standard English usage in different forms of writing	U3, p. 43 U5, p. 65 U10, p. 134			
6Rv3	Understand language conventions and grammatical features of different types of text	each unit	U5, p. 79 U7, p. 113		
6Rv4	Compare the language, style and impact of a range of non-fiction writing	U3, p. 44 U7, p. 97 U8, p. 108 U9, p. 122	U5, p. 78 U7, p. 113		
6Rv5	Explore autobiography and biography, and first- and third-person narration	U2, p. 30 U4, p. 56 U5, p. 70 U8, p. 108	U2, p. 32		Stage 5
6Rv6	Identify features of balanced written arguments	U3, p. 44 U6, p. 82	U2, p. 38 U4, p. 62		
6Rv7	Take account of viewpoint in a novel, and distinguish voice of author from that of narrator		U2, p. 32		
6Rv8	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				

WRITING		Language Book	Literature Book	Teacher's Book	Covered in other stages
	Develop broad writing skills				
6Wo1	Continue to learn words, apply patterns and improve accuracy in spelling	throughout			
6Wo2	Use handwriting and IT effectively, making appropriate choices of presentation, to prepare writing for publication				
6Wo3	Develop a personal handwriting style to write legibly, fluently and with increasing speed, choosing the writing implement that is best suited for a task				
	Select and develop content and use register and language appropriate to genre, purpose and audience				
6Wa1	Establish and maintain a clear viewpoint, with some elaboration of personal voice	U2, p. 31 U3, p. 45 U7, p. 97 U8, p. 109 U9, p. 121 U10, p. 134	U1, p. 112 U9, p. 143		
6Wa2	Develop some imaginative detail through careful use of vocabulary and style	U3, p. 41 U4, p. 57 U7, p. 97	U3, p. 49		
6Wa3	Explore definitions and shades of meaning and use new words in context	each unit	each unit		
6Wa4	Use the styles and conventions of journalism to write reports on events				
6Wa5	Write a balanced report of a controversial issue		U7, p. 112		
6Wa6	Develop skills of writing biography and autobiography	U8, p. 108			
6Wa7	Adapt the conventions of a text type for a particular purpose	U2, p. 31 U3, p. 45 U7, p. 97 U9, p. 123 U10, p. 134	U9, p. 142		
6Wa8	Select appropriate non-fiction style and form to suit specific purposes	U7, p. 97 U10, p. 134	U3, p. 55 U9, p. 142		
6Wa9	Write non-chronological reports linked to work in other subjects	U1, p. 18 U2, p. 31 U6, p. 83			
6Wa10	Summarise a passage, chapter or text in a given number of words	U5, p. 71	U1, p. 22 U10, p. 161		

6Wa11	Argue a case in writing, developing points logically and convincingly	U2, p. 45 U7, p. 97 U10, p. 134	U9, pp. 142 and 151		
6Wa12	Use different genres as models for writing	each unit	each unit		
	Structure and organise ideas coherently using sections or paragraphs				
6Wt1	Plan plot, characters and structure effectively in writing an extended story	U4, p. 57			
6Wt2	Use paragraphs, sequencing and linking them appropriately to support overall development of the text	U1, p. 18 U6, p. 83 U7, p. 97 U9, p. 123 U10, p. 134	U9, p. 151		
6Wt3	Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning	U3, p. 45 U6, p. 83	U9, p. 151		
6Wt4	Use a range of devices to support cohesion within paragraphs				
6Wt5	Use connectives to structure an argument or discussion	U2, p. 31 U9, p. 117	U9, p. 151		
	Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects				
6Wp1	Use a wide range of connectives to clarify relationships between ideas, e.g. <i>however, therefore, although</i>	U1, p. 18 U9, p. 117			
6Wp2	Develop grammatical control of complex sentences, manipulating them for effect	each unit			
6Wp3	Distinguish the main clause and other clauses in a complex sentence	U6, p. 81 U9, p. 117		U5, p. 112	
6Wp4	Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences	U9, p. 117		U6, p. 131	
6Wp5	Punctuate speech and use apostrophes accurately	U7, p. 90			Stage 5
	Use accurate spelling				
6Ws1	Learn word endings with different spellings but the same pronunciation, e.g. <i>-tion, -cian, -sion, -ssion; -ance, -ence</i>				
6Ws2	Use correct choices when representing consonants, e.g. <i>ck/k/ke/que/ch; ch/tch; j/dj/dje</i>				
6Ws3	Further investigate spelling rules and exceptions, including representing unstressed vowels				

6Ws4	Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. <i>im, in, ir, il; ad, ap, af, al</i> and know when to use double consonants		U3, p. 48		
6Ws5	Know how to transform meaning with prefixes and suffixes		U3, p. 48		
6Ws6	Explore word origins and derivations, and the use of words from other languages				
6Ws7	Investigate meanings and spellings of connectives	U9, p. 117		U7, p. 148	

SPEAKING AND LISTENING		Language Book	Literature Book	Teacher's Book	Covered in other stages
6SL1	Express and explain ideas clearly, making meaning explicit and responding to guidance about, and feedback on, the quality of contributions	throughout	throughout		
6SL2	Use spoken language well to persuade, instruct or make a case, e.g. in a debate	U2, p. 32 U3, p. 46 U7, p. 98 U10, p. 136	throughout		
6SL3	Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context	U2, p. 32 U4, p. 58 U5, p. 72 U10, p. 136			
6SL4	Structure talk to aid a listener's understanding and engagement	each unit			
6SL5	Speak confidently in formal and informal contexts	each unit	throughout		
6SL6	Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas	each unit	throughout		
6SL7	Help to move group discussion forward, e.g. by clarifying, summarising	U9, p. 124			
6SL8	Prepare, practise and improve a spoken presentation or performance	U4, p. 58 U5, p. 72 U8, p. 110 U10, p. 136			
6SL9	Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement	U4, p. 58 U7, p. 98			
6SL10	Reflect on variations in speech, and appropriate use of standard English	U6, p. 77 U7, p. 98			