

English Curriculum

Content

Kindergarten	3
Primary 1	4
Primary 2	5
Primary 3	6
Primary 4	7
Primary 5	8
Primary 6	9
Additional goals for transition to UWCSEA	10

Kindergarten

Skills Class	Cognitive expression	Speaking & Listening	Understanding and narration	Preparation for transition to P1
Kindergarten	<ul style="list-style-type: none"> • Speak without inhibition • Verbally express ones own feelings, intentions, wishes and needs • Recognize and utilize nonverbal elements of communication • Playfully deal with sounds, syllables and words • Experience foreign languages through songs and games 	<ul style="list-style-type: none"> • Enjoy listening to and using spoken and written language. • Listen with enthusiasm to stories, songs, rhymes, and poems • Know and practice basic rules of communication • Absorb what you hear and act appropriately • Address others, ask for something, invite them to do something • Listen, allowing others to finish speaking and react to questions • In the group, recognize when spoken to and respond appropriately to demands • Describe items, activities, experiences and situations from daily life • Understand, verbalize and communicate information about a display or a picture • Enact stories • Prepare a short performance (skit) • Expand vocabulary 	<ul style="list-style-type: none"> • Understand and match routine concepts and subordinate concepts • Learn about, understand and use concepts of time • Learn about, understand and use concepts of space • Listen to, experience and narrate the gist of short and simple verses and stories 	<ul style="list-style-type: none"> • Play school • Write one’s name • Know numbers up to 20 • Recognize shapes, sizes, quantities, patterns • Recognize letters of the alphabet (capitol and small letters) • Pre-writing skills (pencil grip)

Primary 1

Skills Class	Speaking & Listening	Reading	Writing	Spelling / Grammar / Punctuation
Primary 1	<ul style="list-style-type: none"> • Enjoy listening to and using spoken and written language • Use talk to organise, sequence, and clarify thinking, ideas, feelings and events • Speak clearly and audibly with confidence and control showing awareness of the listener • Extend their vocabulary, exploring the meanings and sounds of new words • Sustain active listening, responding by relevant comments, questions or actions • Listen with enthusiasm to stories, songs, rhymes, and poems • Use language to imagine and recreate roles and experiences • Reenact stories 	<ul style="list-style-type: none"> • Explore and experiment with sounds, words, and texts • Link sounds to letters, naming and sounding the letters of the alphabet • Recognise letter shapes and say a sound for each • Hear and say sounds in words in the order in which they occur • Children move from reading simple CVC words such as <i>cat</i> to longer CCVC words such as <i>clap</i>, and CVCC words such as <i>fast</i> and <i>milk</i> • Recognize common digraphs • Read some high frequency words • Read a range of familiar and common words and simple sentences independently • Read and write one grapheme for each of the 44 phonemes • Know that print carries meaning and is read from left to right, top to bottom • Show an understanding of the elements of stories such as main characters, sequence of events, and opening • Show an understanding of how information can be found in non-fiction texts to answer questions about <i>where</i>, <i>who</i>, <i>why</i>, and <i>how</i> 	<ul style="list-style-type: none"> • Write words and short sentences • Write most letters, correctly formed and oriented, using a comfortable and efficient pencil grip • Letters to be formed in the right direction using a firm pencil grip 	<ul style="list-style-type: none"> • Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words • Begin to form simple sentences sometimes using punctuation • Spell simple words using phonics as the prime approach

Primary 2

Skills Class	Speaking & Listening	Reading	Writing	Spelling / Grammar / Punctuation
Primary 2	<ul style="list-style-type: none"> Tell stories and describe incidents from their own experience in an audible voice Retell stories, ordering events using story language Interpret a text by reading aloud with some variety in pace and emphasis Experiment with and build new stores of words to communicate in different contexts Listen with sustained concentration Listen to and follow instructions accurately, asking for help when needed Listen to tapes or video and express views about how a story or information has been presented Recognise and use alternative ways of pronouncing graphemes Reenact stories 	<ul style="list-style-type: none"> Recognise automatically an increasing number of familiar high frequency words Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words Read phonically decodable two-syllable and three-syllable words Identify the main events and characters in stories, and find specific information in simple texts Use syntax and context when reading for meaning Make predictions showing an understanding of ideas, events and characters Recognise the main elements that shape different texts Explore the effect of patterns of language and repeated words and phrases Select books for personal reading and give reasons for choices Visualize and comment on events, characters and ideas, making imaginative links to their own experiences Distinguish fiction and non-fiction texts and the different purposes for reading them 	<ul style="list-style-type: none"> Write with accurate use of spaces between words Independently choose what to write about, plan and follow it through Use key features of narrative in their own writing Convey information and ideas in simple non-narrative forms Find and use new and interesting words and phrases, including story language Write chronological and non-chronological texts using simple structures Group written sentences together in chunks of meaning or subject 	<ul style="list-style-type: none"> Compose and write simple sentences independently to communicate meaning Use capital letters and full stops when punctuating simple sentences Spell new words using phonics as the prime approach Recognise and use alternative ways of spelling phonemes Identify the constituent parts of two-syllable words to support the application of phonic knowledge and skills Spell phonically decodable two-syllable and three-syllable words Segment sounds into their constituent phonemes in order to spell them correctly Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as ,brush' and ,crunch' Use knowledge of common inflections in spelling such as plurals, -ly, -er

Primary 3

Skills Class	Speaking & Listening	Reading	Writing	Spelling / Grammar / Punctuation
Primary 3	<ul style="list-style-type: none"> • Speak with clarity and uses appropriate intonation when reading and reciting texts • Tell real or imagined stories using the conventions of familiar story language • Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication • Listen to others in class, ask relevant questions and follow instructions. Listen to talk by an adult, remember some specific points and identify what they have learned • Respond to presentations by describing characters, repeating some highlight and commenting constructively • Choose and prepare poems or stories for performance 	<ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Know how to tackle unfamiliar words that are not completely decodable • Read less common alternative graphemes including trigraphs • Read high and medium frequency words independently and automatically • Draw together ideas and information from across a whole text, using simple signposts in the text • Give some reasons why things happen or characters change • Explain organizational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points • Use syntax and context to build their store of vocabulary when reading for meaning • Explore how particular words are used, including words and expressions with similar meanings • Read whole books on their own, choosing and justifying selections • Engage with books through exploring and enacting interpretations • Explain their reactions to texts, commenting on important aspects 	<ul style="list-style-type: none"> • Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words • Word process short narrative and non-narrative texts • Draw on knowledge and experience of texts in deciding and planning what and how to write • Sustain form in narrative, including use of person and time • Maintain consistency in non-narrative, including purpose and tense • Make adventurous word and language choices appropriate to the style and purpose of the text • Select from different presentational features to suit particular writing purposes on paper and on screen • Use planning to establish clear sections for writing • Use appropriate language to make sections hang together 	<ul style="list-style-type: none"> • Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters • Spell less common alternative graphemes including trigraphs • Write simple and compound sentences and begin to use subordination in relation to time and reason • Compose sentences using tense consistently (present and past) • Use question marks, and use commas to separate items in a list

Primary 4

Skills Class	Speaking & Listening	Reading	Writing	Spelling / Grammar / Punctuation
Primary 4	<ul style="list-style-type: none"> Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Explain the process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively. Sustain conversation, explain or give reasons for their views or choices Develop and use specific vocabulary in different contexts Follow up others points and show whether they agree or disagree in whole-class discussion. Identify the presentational features used to communicate the main points in a broadcast Identify the presentational features used to communicate the main points in a broadcast Identify key sections of an informative broadcast, noting how the language used signal changes or transitions in focus 	<ul style="list-style-type: none"> Identify and make notes of the main points of section(s) of text Infer characters' feelings in fiction and consequences in logical explanations Identify how different texts are organized, including reference texts, magazines and leaflets, on paper and on screen Use syntax, context and word structure to build their store of vocabulary as they read for meaning Explore how different texts appeal to readers using varied sentence structures and descriptive language Share and compare reasons for reading preferences, extending the range of books read Empathise with characters and debate moral dilemmas portrayed in texts Identify features that writers use to provoke readers' reactions 	<ul style="list-style-type: none"> Make decisions about form and purpose, identify success criteria and use them to evaluate their writing Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved Write non-narrative texts using structures of different text-types Select and use a range of technical and descriptive vocabulary Signal sequence, place and time to give coherence Group related material into paragraphs 	<ul style="list-style-type: none"> Spell high and medium frequency words Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules

Primary 5

Skills Class	Speaking & Listening	Reading	Writing	Spelling / Grammar / Punctuation
Primary 5	<ul style="list-style-type: none"> • Offer reasons and evidence for their views, considering alternative opinions • Respond appropriately to the contributions of others in the light of differing viewpoints • Tell stories effectively and convey detailed information coherently for listeners • Use and reflect on some ground rules for sustaining talk and interactions • Listen to speaker, make notes on the talk and use notes to develop a role-play • Compare the different contributions of music, works and images in short extracts from TV programmes • Identify how talk varies with age, familiarity, gender and purpose 	<ul style="list-style-type: none"> • Identify and summarize evidence from text to support a hypothesis • Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts • Use knowledge of different organisational features of texts to find information effectively • Use knowledge of word structures and origins to develop their understanding of word meanings • Explain how writers use figurative and expressive language to create images and atmosphere • Read extensively favourite authors or genres and experiment with other types of text • Interrogate texts to deepen and clarify understanding and response • Explore why and how writers write, including through face-to-face and online contact with authors 	<ul style="list-style-type: none"> • Use word processing packages to present written work and continue to increase speed and accuracy in typing • Develop and refine ideas in writing using planning and problem-solving strategies • Use settings and characterisation to engage readers' interest • Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts • Show imagination through the language used to create emphasis, humour, atmosphere or suspense • Choose and combine words, images and other features for particular effects • Organise text into paragraphs to distinguish between different information, events or processes 	<ul style="list-style-type: none"> • Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words • Distinguish the spelling and meaning of common homophones • Know and apply common spelling rules • Develop a range of personal strategies for learning new and irregular words • Use adverbs and conjunctions to establish cohesion within paragraphs • Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials) • Use commas to mark clauses, and use the apostrophe for possession

Primary 6

Skills Class	Speaking & Listening	Reading	Writing	Spelling / Grammar / Punctuation
Primary 6	<ul style="list-style-type: none"> Tell a story using notes designed to cue techniques, such as repetition, recap and humour Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language Use and explore different question types and different ways words are used, including in formal and informal contexts Identify different question types and evaluate their impact on the audience Identify some aspect of talk that vary between formal and informal occasions Analyse the use of persuasive language and use a range of oral techniques to present persuasive arguments and engaging narratives 	<ul style="list-style-type: none"> Make notes on and use evidence from across a text to explain events or ideas Infer writers' perspectives from what is written and from what is implied Compare different types of narrative and informational texts and identify how they are structured Distinguish between everyday use of words and their subject-specific use Explore how writers use language for comic and dramatic effects Reflect on reading habits and preferences and plan personal reading goals Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts Compare how a common theme is presented in poetry, prose and other media 	<ul style="list-style-type: none"> Reflect independently and critically on their own writing and edit and improve it Experiment with different narrative forms and styles to write their own stories Adapt non-narrative forms and styles to write fiction or factual texts, including poems Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail Experiment with the order of sections and paragraphs to achieve different effects Change the order of material within a paragraph, moving the topic sentence 	<ul style="list-style-type: none"> Spell words containing unstressed vowels Know and use less common prefixes and suffixes such as <i>im-</i>, <i>ir-</i>, <i>-cian</i> Group and classify words according to their spelling patterns and their meanings Adapt sentence construction to different text-types, purposes and readers Punctuate sentences accurately, including speech marks and apostrophes

Additional goals for transition to the Swiss Stream at UWCSEA Dover

Skills Class	Speaking & Listening	Reading	Writing	Spelling / Grammar / Punctuation
Additional goals for transition to UWCSEA	<ul style="list-style-type: none"> Participate in whole-class debate using the conventions and language of debate, including standard English Use the techniques of dialogic talk to explore ideas, topics or issues Make notes when listening for sustained period and discuss how note-taking varies depending on context and purpose Analyse and evaluate how speakers present points effectively through use of language and gesture Listen for ways spoken language varies according to differences in the context and purpose of its use 	<ul style="list-style-type: none"> Appraise a text quickly, deciding on its value, quality or usefulness Understand underlying themes, causes and points of view Understand how writers use different structures to create coherence and impact Explore how word meanings change when used in different contexts Recognize rhetorical devices used to argue, persuade, mislead and sway the reader Read extensively and discuss personal reading with others, including in reading groups Sustain engagement with longer texts, using different techniques to make the text come alive Compare how writers from different times and places present experiences and use language 	<ul style="list-style-type: none"> Set their own challenges to extend achievement and experience in writing Use different narrative techniques to engage and entertain the reader In non-narrative, establish, balance and maintain viewpoints Select words and language drawing on their knowledge of literary features and formal and informal writing Integrate words, images and sounds imaginatively for different purposes Use varied structures to shape and organise text coherently Use paragraphs to achieve pace and emphasis 	<ul style="list-style-type: none"> Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways Use punctuation to clarify meaning in complex sentences