

# STATUTORY REQUIREMENTS / WYMAGANIA EDUKACYJNE

## English

### Klasa 6 / Year 6

Ms Sara Abu El Riesh

## Curriculum Overview

### Aims

Following the Cambridge Primary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills
- understanding of their personal and local context, as well as having global awareness.

In English, learners:

- become confident communicators, able to apply their reading, writing, speaking and listening skills effectively in everyday situations and in studying a range of subjects
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes
- develop speaking and listening skills for effective presentation and collaboration, sharing and responding to ideas to achieve a shared understanding or goal
- develop a broad vocabulary and an understanding of how to apply grammar and linguistic conventions appropriately
- develop skills to evaluate spoken and written texts, making decisions about how convincingly they represent different values and opinions.

## Year 6 learning objectives:

Learners should read, write and talk about a wide range of different texts, including texts in print and digital formats.

### Texts:

#### Fiction:

**Genres:** *science fiction; stories with flashbacks; stories by significant children's authors*

**Poetry:** *poems with a wide range of different features, for example, themes, imagery, structure*

**Plays:** *a playscript by a significant writer*

#### Non-fiction:

**Arguments**

**Persuasive texts:** *news articles*

**Recounts:** *biography and autobiography*

### Word structure (spelling)

- Explore and use different ways of representing consonants, e.g. -ck, -k, -ke, -que or -ch for /k/; -ch or -tch for /tʃ/; j-, g- or -dge for /dʒ/.
- Explore and spell words with different suffixes but similar pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence.

- Further develop understanding of how to add prefixes and suffixes to root words, and when the root word changes.
- Spell familiar homophones and commonly confused words correctly, e.g. aloud, allowed; past, passed; advice, advise; desert, dessert.
- Explore a range of spelling rules and exceptions.
- Use effective strategies to spell a wide range of words correctly.
- Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling

### **Vocabulary and language**

- Deduce the meanings of unfamiliar phrases from their context, including phrases which are no longer common in modern times.
- Explore word origins and derivations, including the use of words from other languages.
- Identify and record interesting and significant words, and synonyms, from texts to inform own writing.
- Comment on a writer's choice of language, demonstrating some awareness of the impact on the reader.
- Explore commonly used figurative expressions, e.g. as cool as a cucumber, crying crocodile tears.
- Begin to explain how figurative language creates imagery in texts and takes understanding beyond the literal.
- Use specialised vocabulary accurately to match a familiar topic.
- Explore and use words and phrases to convey shades of meaning appropriate to the context.
- Transform meaning with prefixes and suffixes.
- Choose and use vocabulary carefully to develop imaginative detail.
- Begin to use figurative language to evoke an imaginative response from the reader.
- Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

### **Grammar and punctuation**

- Explore in texts, and understand, the uses of colons, semi-colons, ellipses, parenthetical commas, dashes and brackets.
- Identify the main clause and other clauses (subordinate clauses) in a complex sentence.
- Begin to show awareness of the impact of a writer's choices of sentence length and structure.
- Explore how different relative pronouns are used in texts to introduce additional detail.
- Identify different word classes in texts and understand their purposes.
- Explore, and understand, the use of active and passive verb forms.
- Explore differences between written and spoken English by comparing narrative and dialogue.
- Explore and discuss grammatical features in a range of texts, e.g. verb forms, sentence types, use of different word classes
- Use commas, dashes and brackets parenthetically.
- Punctuate direct and reported speech accurately.
- Use punctuation effectively to clarify meaning in complex sentences.
- Use a variety of simple, compound and complex sentences chosen for effect.
- Use active and passive verb forms within sentences.

- Ensure grammatical agreement of quantifiers with countable and uncountable nouns, e.g. less and fewer.
- Use relative pronouns to introduce additional detail.
- Use the conventions of standard English appropriately in writing, including for different types of texts, e.g. verb forms, sentence structure, use of different word classes.

### **Structure of texts**

- Explore and describe the progression of ideas in a text, including the handling of time (e.g. to manage flashbacks, or events which are presented out of chronological order).
- Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.
- Explore and recognise how ideas are organised and linked cohesively across a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological order; use of however and on the other hand to introduce a new paragraph in a balanced argument.
- Manage the development of an idea across an extended piece of writing, e.g. by linking the end to the beginning.
- Use paragraphs, sections and chapters to organise ideas and support overall cohesion of a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological sequence.
- Use a range of connectives to link paragraphs and sections clearly and cohesively, e.g. use of however and on the other hand to introduce counter-arguments in a balanced argument.
- Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

### **Interpretation of texts**

- Understand the difference between fiction and non-fiction texts and locate books by classification.
- Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.
- Identify, discuss and compare different fiction genres and their typical characteristics.
- Read and explore a range of non-fiction text types.
- Identify, discuss and compare the purposes and features of different non-fiction text types, including balanced written arguments.
- Explore explicit meanings in a range of texts.
- Summarise explicit meanings drawn from more than one point in a text.
- Explore implicit meanings in a range of texts.
- Use evidence from more than one point in a story to support predictions about what might happen later in the story.
- Make a range of plausible inferences from texts.
- Comment on how a writer influences the reaction of readers, including how they present characters and settings, and evoke particular moods (e.g. suspense, anger, excitement).
- Distinguish between fact and opinion in a range of texts.
- Locate and use relevant information from one or more points in a text, or from different texts, confidently and efficiently.
- Support answers to questions with reference to, or quotations from, one or more points in a text.
- Recognise explicit and implicit ways in which the theme of a text is conveyed.
- Comment on how different viewpoints are expressed in fiction and non-fiction texts.

- Distinguish between texts with a writer's voice and texts with a narrator's voice.

### **Creation of texts**

- Develop creative writing in a range of different genres of fiction and types of poems.
- Use effective planning to inform the content and structure of extended writing, e.g. chapters.
- When writing stories, develop descriptions of settings, characters and action that engage and entertain the reader.
- Include different viewpoints in fiction, e.g. when writing stories with flashbacks.
- Write a playscript using production notes, language and stage directions, to develop characters and settings.
- Develop writing for a purpose using language and features appropriate for a range of text types.
- Develop writing of a range of text types for a specified audience, using appropriate content and language.
- Write balanced arguments, developing points logically and convincingly.

### **Appreciation and reflection**

- Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
- Express personal responses to texts, including preferences in terms of language, style and themes.
- Begin to choose a more diverse range of books to read, including writers or genres which compare or contrast with previous reading.
- Comment on how readers might react differently to the same text, depending on where or when they are reading it.

### **Presentation and reflection**

- Develop a personal handwriting style to write legibly, fluently and with appropriate speed.
- Begin to decide when it is helpful to take notes and how to record them.
- Begin to choose appropriate ways to lay out and present texts to suit the purpose and audience (handwritten, printed and onscreen).
- Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect.
- Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

### **Speaking and Listening**

#### **Making yourself understood**

- Adapt pace and tone of speech appropriately in formal and informal contexts.
- Structure information to aid the listener's understanding of the main and subsidiary points.
- Use language to convey ideas and opinions, with increasing clarity and detail.
- Adapt non-verbal communication techniques for different purposes and contexts.
- Show awareness of different audiences, e.g. by using the appropriate register.

#### **Showing understanding**

- Listen, reflect on what is heard and give a reasoned response with reference to at least one specific point made by the speaker.

### **Group work and discussion**

- Take different assigned roles within groups, and begin to assign roles within a group.
- Show consideration of another point of view.
- Extend a discussion by building on own and other's ideas.
- Encourage others to take turns in a discussion.

### **Performance**

- Read aloud with accuracy, and increasing confidence and style.
- Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.
- Plan and deliver independent and group presentations confidently to a range of audiences, adapting presentations appropriately to the audience.
- Begin to make choices about the most appropriate media for a particular presentation.

### **Reflection and evaluation**

- Evaluate own and others' talk, including what went well and what could be improved next time.
- Begin to explain variations in communication, including register.

## **Grading/ Assessment Policy**

### **Assessment objectives**

To:

- Obtain a comprehensive understanding of the student's educational achievements.
- Provide the student with feedback on their current level of achievement and progress.
- Encourage and motivate the student.
- Support the student in planning their personal development and growth.
- Inform parents about the student's progress, challenges, and unique talents.
- Enable teachers to enhance their instructional strategies and educational methods.

### **Types of assessment**

- Long or unit tests (weight 3)
- Short tests, in-class written assignments, quizzes, projects (weight 2)
- Participation, copybook, class presentations (weight 1)

### **Grades and percentage conversion**

<b>Grade</b>	<b>Percentages</b>	<b>SEN</b> for students needing grading adaptations	<b>Descriptor</b>
<b>6</b>	100%	95-100%	Excellent
<b>5+</b>	95-99%	90-94%	Very Good Plus
<b>5</b>	85-94%	80-89%	Very Good
<b>4+</b>	80-84%	75-79%	Good Plus
<b>4</b>	70-79%	60-74%	Good

<b>3+</b>	65-69%	55-59%	Satisfactory Plus
<b>3</b>	55-64%	45-54%	Satisfactory
<b>2+</b>	50-54%	40-44%	Low Pass Plus
<b>2</b>	40-49%	30-39%	Low Pass
<b>1</b>	0-39%	0-29%	Fail

## Grade descriptors

6:

- has the knowledge and skills that go well beyond the curriculum and requirements, student develops his own talents independently;
- is fluent using new skills in solving the theoretical and practical problems;
- achieved success in competitions, sports competitions, and more;

5:

- has fully mastered the knowledge and skills specified in the curriculum and requirements;
- efficiently uses the acquired news, alone solves practical and theoretical problems, is able to apply his knowledge to solve tasks and problems in new situations;

4:

- has mastered the knowledge and skills specified in the curriculum and requirements;
- properly applies the message alone solves the typical tasks of theoretical or practical problems

3:

- has mastered the knowledge and skills specified in the curriculum and requirements at a basic level;
- solves (performs) the typical theoretical or practical tasks of medium difficulty, sometimes with the help of the teacher.

2:

- hasn't mastered the knowledge and skills specified in the curriculum and requirements;
- solves less complicated theoretical and practical tasks, usually with the help of the teacher

1:

- hasn't mastered the knowledge and skills specified in the core curriculum and requirements;

## Grading Guidelines

- Teachers can use verbal, graphic or written assessments (they can use symbols like stars and checks for example).

- The progress and achievements of students are written by the teacher in either Librus, on graded assignments or in the Student's Copybook
- Students are allowed to retake a test once, with the permission of the teacher (if the teacher approves the student's request)
- Parents may request that a copy of the student's test be made and given to the parents to review the results with their child.
- Students will have 1 week to complete missing assignments (homework, projects, etc.) otherwise, one full grade (6->5 , 5->4) will be taken off for being late
- Students will have 2 weeks to complete missed tests or quizzes and must schedule a time to take it with the teacher

## **Student-Teacher Agreement**

- I am careful, neat and systematic with my copybook.
- I am required to follow the teacher's directions regarding notes and assignments.
- If I do not follow directions regarding notes, I may receive a poor grade from a copybook check for the month
- Tests are mandatory and will be announced in advance (at least 2 weeks' notice)
- If I am absent during a test, a make-up test will be taken within the deadline set by the teacher (2 weeks from date of test)
- A quiz (short test) is a form of checking the current knowledge. It does not have to be announced, but can be announced in advance
- The teacher's responsibility is to check, review and discuss the results with the student within two weeks of taking a test, if required.
- I have a responsibility to take an active part in the lesson and follow the rules.
- I have one week (after coming back) to complete assignments when I am absent.
- If I am unprepared more than two times during the semester it will affect my final grade.