

## RAKA PYP Year 5 English Language Requirements

### Oral Language – Listening and Speaking

#### Conceptual understandings

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

#### Expected Standards:

- speak audibly and fluently with increasing command of Standard English
- use an increasing vocabulary for more complex sentence structures
- participate responsibly as listener and speaker, in discussions, conversations, debates and group presentations
- demonstrate open-minded attitudes when listening to other points of view
- generate, develop and modify ideas and opinions through discussion
- use technical language related to academic studies e.g. UOIs
- argue persuasively to justify a point of view
- use oral language to formulate and communicate possibilities and theories
- appreciate that people speak and respond according to personal and cultural perspectives
- dramatize non-fiction and fiction with the use of props and actions
- verbally summarize selected readings
- use standard grammatical structures competently in appropriate situations
- use register, tone, voice level and intonation to enhance meaning
- participate in assembly using appropriate pace, volume and body language and showing an awareness of the audience
- use multimedia tools to enhance presentations
- infer meaning, drawing conclusions and making judgments about oral presentations
- demonstrate active listening by asking questions, having eye contact and taking notes for a variety of purposes



### Visual Language - Viewing and Presenting

#### Conceptual understandings

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

#### Expected Standards:

- recognize and name familiar visual texts, explaining why they are or are not effective, for example, advertising, logos, labels, signs, billboards
- identify the intended audience and purpose of a visual presentation; identify overt and implied messages
- reflect on ways in which understanding the intention of a visual message can influence personal responses
- view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media
- realize that individuals interpret visual information according to their personal experiences and cultural perspectives
- observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed
- show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning
- apply knowledge of presentation techniques in original and innovative ways, explaining their own ideas for achieving desired effects
- navigate and use the Internet in response to verbal and visual prompts with confidence and familiarity
- identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel

## Written Language – Reading

The following genres and text types are recommended:

**Fiction:** various genres including science fiction, extended narratives, stories with flashbacks, poetry and plays including imagery.

**Non-fiction:** instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, formal and impersonal writing.

### **Conceptual understandings**

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

### **Expected Standards:**

- skim and scan for relevant information locating key words
- familiar with various well known authors
- read and interpret new words by using appropriate strategies
- understand derivational words from other languages
- determine unknown words by selecting appropriate word-identification strategies
- self-correct while reading aloud
- use text organisers to locate information for a specific purpose
- appreciate structural and stylistic differences between fiction and nonfiction
- demonstrate understanding of different genres and their elements, such as historical fiction, fantasy, mystery by making comparisons
- read and demonstrate comprehension of texts using both explicit and implicit information
- make informed judgements about the author's purpose
- identify and describe elements of a story - plot, setting, characters, theme, explaining how they contribute to its effectiveness
- discuss the reasons why a text may be interpreted differently by different readers, i.e. personal background of reader, author's perspective, sociocultural background
- recognize and understand figurative language, for example, similes, metaphors, idioms
- appreciate authors' use of language and begin to interpret meaning beyond the literal
- use a range of strategies to solve comprehension problems and deepen their understanding of a text
- begin to distinguish between fact and opinion, and reach their own conclusions about what represents valid information
- consistently and confidently use a range of resources to find information and support their inquiries
- participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding
- participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author
- use the internet responsibly and knowledgeably, appreciating its uses and limitations
- locate, organize and synthesize information from a variety of sources, including the library/media centre, the Internet, family, people in the immediate community



## Written Language – Writing

### **Conceptual understandings**

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

### **Expected Standards:**

- identify and use previously learned grammatical features
- consistently use the correct tense for the writing genre with subject-verb agreement
- consistently use correct capitalisation and punctuation, including quotation marks when referencing
- use standard spelling for most words and use appropriate resources to check spelling
- plan, organise and complete writing projects independently and collaboratively
- use appropriate paragraphing to organise and sequence ideas
- use a variety of strategies and genres for collecting and organising main ideas based on audience and purpose
- in non-fiction texts, summarise the key points in the ending
- use text structure and features when writing:
  - biographies
  - poetry
  - report writing
  - persuasive writing
  - historical writing
  - narratives
  - speech writing
- write independently with confidence, showing the development of their own voice and style
- critiques own texts by evaluating the information retrieved, recorded and organised
- recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration
- write from a personal or alternative perspective, including thoughts and feelings
- use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing
- use a range of vocabulary and to convey meaning and create atmosphere and mood
- write engaging stories clearly, with plot, problem and resolution
- critique the writing of peers sensitively; offering constructive suggestions
- edits writing for word choice, ideas, fluency, paragraphing, grammar, spelling, capitalisation and punctuation
- consistently joins letters according to the including appropriate size, spacing and speed
- independently use written language as a means of reflecting on their own learning

