

How activities on Kialo Edu align with National Curriculum for England standards Key Stage 2 – Years 5 & 6 English

| Key | | |
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| Spoken Language Pupils should be taught to speak confidently and effectively, including through these standards. | Writing Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through these standards. | Grammar and Vocabulary Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 through these standards. |

| Activity on Kialo Edu | Skill trained | Relevant standards |
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| Composing claims | Writing in an academic style, including standard grammar and orthography, domain-specific vocabulary, and suitable tone | <div style="background-color: #e6f2ff; padding: 5px;"> Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors. </div> <div style="background-color: #ffe6e6; padding: 5px;"> Use dictionaries to check the spelling and meaning of words. Use a thesaurus. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use expanded noun phrases to convey complicated information concisely. </div> |

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| Composing claims | Writing in an academic style, including standard grammar and orthography, domain-specific vocabulary, and suitable tone | <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing. • using hyphens to avoid ambiguity. |
| Using visual argument-mapping structure, including sources feature | Writing arguments with valid reasoning and sufficient evidence | Articulate and justify answers, arguments and opinions. |
| | Locating, evaluating, and citing sources of information | Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. |
| Creating an in-depth topic map or essay/presentation outline | Planning for essays or presentations | <p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p> |
| Interacting with others and/or others' work | Developing discussions and collaborations with peers, in which students build on one another's ideas | <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> |
| | Evaluating validity of reasoning and sufficiency of evidence in others' arguments | Evaluate and edit by assessing the effectiveness of their own and others' writing. |