

## Curriculum Intent: Disciplinary Literacy KS2 2025 - 2026

Disciplinary Literacy is fundamental to developing the strong literacy skills that are vital to success at school and beyond.

Disciplinary Literacy supports academic achievement across the whole curriculum and aims to equip our pupils with the literacy skills that are specific to each discipline, enabling them to access, interpret and produce subject-specific texts with increasing independence and sophistication.

Through carefully planned and sequenced teaching, pupils will develop:

**Reading skills** that enable them to navigate and interpret a range of complex texts, extracting meaning, evaluating evidence and understanding discipline-specific vocabulary and conventions.

**Writing skills** that reflect the demands of each subject, including extended writing, analytical responses and technical accuracy.

**Oracy and listening skills** to articulate understanding, justify opinions and engage in structured academic dialogue.

**Disciplinary thinking** that encourages inquiry, evidence-based reasoning and subject-specific argumentation.

By the end of Key Stage 2, pupils should have developed foundational skills in Disciplinary Literacy - reading, vocabulary, and writing skills that support access to the curriculum across subjects and have developed a wide, precise and confident use of this vocabulary. This includes both general academic language and subject-specific vocabulary (also known as tiered vocabulary).

		Vocabulary		Reading		Writing	
		Key Stage 2 Skills Literacy	Key Stage 2 Knowledge	Key Stage 2 Skills	Key Stage 2 Knowledge	Key Stage 2 Skills	Key Stage 2 Knowledge
Half Term 1	<p><b>Descriptive Writing</b> To be able to paint a picture with words of a person, place or item with a focus on the audience</p> <p>To include: Poetry Journal writing Diary Writing Description of nature, holidays, events Travel Guide Fictional plays and stories</p>	<p><b>Breadth of Vocabulary</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Understand and use a rich and varied vocabulary in their speaking and writing</li> <li>Explain the meaning of unfamiliar words using context clues, morphology (prefixes, suffixes), and dictionaries</li> </ul>	<p><b>Understanding and Using a Wide Vocabulary</b></p> <ul style="list-style-type: none"> <li>Pupils should have a growing vocabulary that includes words drawn from their reading, conversations and curriculum subjects</li> <li>They should begin to understand word relationships eg: synonyms, antonyms, root words</li> <li>They are expected to use ambitious and varied vocabulary in both speech and writing</li> </ul>	<p><b>Word Reading (Decoding &amp; Fluency)</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Apply knowledge of prefixes, suffixes and root words to decode unfamiliar words eg <i>dis-</i>, <i>mis-</i>, <i>-able</i>, <i>-tion</i></li> <li>Read aloud with fluency, confidence and expression, using appropriate intonation and phrasing</li> <li>Recognise and read exception words and words with silent letters</li> </ul>	<p><b>Phonics &amp; Word Recognition Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to apply phonic knowledge to decode unfamiliar words</li> <li>Understand how prefixes, suffixes and root words affect word meaning and pronunciation eg: <i>unhappy</i>, <i>disagreeable</i>, <i>rebuild</i></li> <li>Recognise irregular words and homophones eg <i>their/there/they're</i>, <i>stationary/stationery</i></li> </ul>	<p><b>Composition (Ideas and Structure)</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Write for a range of purposes including narratives, reports, letters, persuasive texts, biographies, instructions and poetry</li> <li>Adapt writing to suit audience and purpose, choosing appropriate tone and style.</li> <li>Organise ideas logically using paragraphs, headings, subheadings or other layout features where needed</li> <li>Use a cohesive structure across paragraphs with linking devices eg: <i>adverbials</i> like <i>On the other hand</i>, <i>Later that day</i></li> <li>Create atmosphere and mood in narrative writing using descriptive detail and varied sentence types</li> <li>Use dialogue effectively to develop character and move the story forward</li> </ul>	<p><b>Text Type &amp; Genre Knowledge</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>The features and structures of a range of text types:                             <ul style="list-style-type: none"> <li>Narratives eg: orientation, problem, resolution</li> <li>Reports eg: headings, subheadings, factual language</li> <li>Persuasive writing eg: rhetorical questions, emotive language</li> <li>Instructions eg: chronological order, imperative verbs</li> <li>Letters, explanations, recounts, biographies, and poetry</li> <li>How to adapt style and tone for different audiences and purposes eg: formal vs informal writing</li> </ul> </li> </ul>
		<p><b>Tiered Vocabulary Knowledge</b> Pupils should be able to use:</p> <ul style="list-style-type: none"> <li>Tier 1 - Everyday Language: Pupils use common, conversational words appropriately eg "happy," "run," "family"</li> <li>Tier 2 - General Academic Vocabulary: Pupils understand and use more mature, precise words that appear across subjects eg: "contrast," "describe," "investigate," "effect"</li> <li>Tier 3 - Subject-Specific Vocabulary: Pupils accurately use technical language in context eg: "evaporation" in science, "conquest" in history, "erosion" in geography</li> </ul>	<p><b>Contextual Understanding</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Work out the meaning of new words from context, especially in reading</li> <li>Understand how prefixes, suffixes and root words contribute to meaning eg: <i>un-</i>, <i>-able</i>, <i>mis-</i>, <i>-ful</i></li> <li>Use dictionaries to check the meaning of words they've read</li> </ul>	<p><b>Reading Comprehension Retrieval &amp; Inference</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Find and retrieve key facts or details from fiction and non-fiction texts</li> <li>Infer characters' thoughts, feelings, and motives based on evidence in the text</li> <li>Justify inferences with quotations or references to the text</li> </ul>	<p><b>Vocabulary Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand and use a growing range of ambitious vocabulary</li> <li>Know the meaning of figurative language: similes, metaphors, idioms, personification</li> <li>Use context clues, morphology (prefixes/suffixes) and dictionaries to work out meanings of unknown words</li> <li>Recognise words with multiple meanings and understand nuance</li> </ul>	<p><b>Understanding &amp; Summarising</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Summarise main ideas drawn from more than one paragraph.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Recognise and discuss different text structures and features eg: headings, bullet points, glossaries in non-fiction</li> </ul>	<p><b>Text Structure &amp; Features Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how different texts are organised and structured eg: introduction, problem,</li> </ul>
		<p><b>Vocabulary in Reading</b> Pupils should be able to:</p> <ul style="list-style-type: none"> <li>Work out word meanings using context, etymology and morphology</li> </ul>	<p><b>Subject-Specific Vocabulary</b></p> <ul style="list-style-type: none"> <li>Pupils are expected to understand and use technical or subject-specific vocabulary accurately in different subjects eg: "evaporation" in science, "chronological" in history</li> <li>They should also use formal and informal vocabulary appropriately depending on</li> </ul>	<p><b>Authorial Intent &amp; Language</b></p>			

**Persuasive Writing**

To be able to convince the audience of a position or a belief, using opinions and biases, justifications and reasons

- To include:  
 Cover letters  
 Newspaper/Magazine Articles  
 Letters of complaint  
 Reviews  
 Letters of Recommendation  
 Advertisements

- Understand that some words have multiple meanings depending on context
- Comment on why an author has chosen a specific word or phrase and what effect it has on the reader

**Vocabulary in Writing**

Pupils should be able to:

- Choose words deliberately for precision, clarity and effect
- Avoid repetition by using synonyms and varied sentence structures
- Use subject-specific vocabulary appropriately in explanations, reports and narratives
- Can edit and improve vocabulary choices to better suit audience and purpose

**Vocabulary in Spoken Language**

Pupils should be able to:

- Confidently use a wide vocabulary when speaking formally and informally
- Clarify meanings, ask about unfamiliar words, and adapt language for different audiences

audience and purpose

**Spoken Language and Vocabulary Development**

- Through discussion and spoken tasks, pupils should learn to:
- Use precise vocabulary to express ideas.
- Adapt language to suit the situation eg: giving presentations, participating in debates).
- Reflect on how word choice affects meaning and impact

**Word Connotation and Nuance**

- Pupils should begin to understand shades of meaning and make word choices for effect eg: *whispered* vs *muttered*, *joyful* vs *content*

Pupils should be able to:

- Identify and discuss the effect of authors' language choices eg: figurative language, formal/informal tone
- Understand how metaphor, simile, personification and alliteration create impact or atmosphere

**Themes & Conventions**

Pupils should be able to:

- Identify themes such as loyalty, friendship, courage, perseverance across texts
- Recognise conventions in different types of texts eg: opening of a fairy tale, layout of a newspaper

**Comparison**

Pupils should be able to:

- Compare characters, settings, themes and viewpoints across texts.
- Compare how language and structure vary for different purposes and audiences

**Range of Reading**

Pupils should be able to:

- Read and understand:
- A wide range of fiction, non-fiction, poetry, and plays
- Classic texts, including works by significant authors
- Books from different cultures and traditions
- Texts that extend their vocabulary, understanding and interest

**Fluency and Stamina**

Pupils should be able to:

- Read with increasing speed and stamina, tackling longer texts independently
- Self-correct when reading aloud and monitor comprehension as they read

resolution in narratives; headings and bullet points in non-fiction

- Understand common literary conventions eg: how stories begin, the use of cliffhangers and the layout of poetry or playscripts
- Recognise how non-fiction texts use features like glossaries, subheadings, indexes, diagrams and captions

**Comprehension & Interpretation Knowledge**

- Know how to retrieve information from a range of texts
- Understand how to summarise key points across multiple paragraph
- Understand how to infer meaning from what is implied rather than stated
- Know how to make predictions based on content and clues in the text
- Be aware of authorial intent: why an author uses certain language, structure or perspective

**Literary Knowledge & Thematic Understanding**

- Understand themes commonly found in texts eg: bravery, friendship, good vs evil
- Be familiar with classic literature, myths, legends, and traditional tales
- Know about different genres and their features eg: mystery, adventure, persuasive writing, biographies
- Understand character development, narrative voice and plot structure

**Comparison & Critical Thinking**

- Know how to compare characters, settings or themes across different texts
- Understand how texts differ depending on their purpose, audience and formality
- Be able to discuss and evaluate texts, offering opinions with justification

**Narrative Writing**

To be able to construct and communicate a story, complete with characters, conflict and settings

- To include:  
 Novels/novellas  
 Poetry/poems  
 Short stories  
 Anecdotes

- Plan, draft, evaluate and edit their writing to improve clarity, accuracy and effect

**Vocabulary, Grammar, and Sentence Structure**

Pupils should be able to:

- Use expanded noun phrases for description (e.g. *the tall boy with scruffy hair*).
- Include modal verbs (e.g. *might, should, must*) and adverbs (e.g. *possibly, certainly*) to show degrees of possibility.
- Use relative clauses (e.g. *who, which, that*) to add detail.
- Vary sentence openers and lengths for interest and effect.
- Use a mix of simple, compound, and complex sentences accurately.
- Understand and apply active and passive voice.
- Maintain tense consistency and use perfect and progressive tenses appropriately.
- Use formal and informal language depending on context

**Punctuation**

Pupils should be able to:

- Use a full range of punctuation correctly, including:
  - Capital letters and full stops
  - Commas for lists and clauses
  - Apostrophes for contraction and possession
  - Speech punctuation (inverted commas and punctuation within dialogue)
  - Colons and semi-colons to separate independent clauses
  - Brackets, dashes, or commas for parenthesis
- Use of ellipses to create suspense or indicate missing text

**Spelling**

Pupils should be able to:

- Accurately spell most words from the Year 5/6 statutory spelling list
- Apply spelling rules and patterns eg: *-cial / -tial, -able / -ible, -tion / -*

- The use of:
  - Modal verbs to indicate possibility eg: *might, should*
  - Passive and active voice
  - Tense consistency across a piece of writing
  - Standard English grammar rules eg: *was/were, did/done*

**Punctuation Knowledge**

Pupils should know how to use:

- Full stops, capital letters, exclamation marks, question marks
- Commas in lists, for clarity and in complex sentences
- Apostrophes for possession and contraction
- Inverted commas for direct speech (and punctuation within speech)
- Brackets, dashes or commas for parenthesis
- Colons and semi-colons to mark boundaries between clauses

**Spelling Knowledge**

Pupils should:

- Know common spelling patterns and rules eg: dropping 'e' when adding -ing
- Understand the spelling of:
  - Words with silent letters
  - Homophones and near-homophones
  - Words from the Year 5/6 statutory word list
- Use morphology and etymology to support spelling of unfamiliar words
- Use dictionaries and thesauruses effectively

**Vocabulary Knowledge**

Pupils should:

- Know how to select precise vocabulary for effect
- Understand how vocabulary choice can change the tone or impact of writing
- Be able to use figurative language eg: simile, metaphor, personification) in creative writing

**Planning, Drafting & Editing Knowledge**

Pupils should:

- Know how to plan writing effectively, considering purpose and audience
- Understand how to draft and structure writing using appropriate paragraphing
- Be able to evaluate and edit their own and others' writing for:
  - Clarity
  - Accuracy

Half Term 4

**Expository Writing**

To be able to explain a concept, imparting information to a wider audience, focussing on the facts of the topic including statistics and evidence

To include:  
Textbooks  
How to articles  
Step by step guides  
recipes

Half Term 5

**Descriptive Writing**

To be able to paint a picture with words of a person, place or item with a focus on the audience

To include:  
Poetry  
Journal writing  
Diary Writing  
Description of nature, holidays, events  
Travel Guide  
Fictional plays and stories

sion

- Use prefixes and suffixes correctly eg: *dis-, un-, pre-,ous, -ly*
- Understand homophones and near-homophones eg: *stationary/stationery*

**Handwriting**

Pupils should be able to:

- Use fluent, legible and joined handwriting consistently
- Write at speed while maintaining neatness
- Know when to use appropriate presentation eg: using print for labels or titles

- Effectiveness eg: sentence variety, word choice

**Handwriting & Presentation Knowledge**

Pupils should:

- Write using a legible, joined handwriting style
- Know when and how to present work neatly and appropriately
- Be able to write fluently and at speed

**Persuasive Writing**

To be able to convince the audience of a position or a belief, using opinions and biases, justifications and reasons

- To include:
- Cover letters
  - Newspaper/Magazine Articles
  - Letters of complaint
  - Reviews
  - Letters of Recommendation
  - Advertisements

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