



Year 6 English Curriculum

READING	Word Reading	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling..
	Comprehension	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.</p> <p>Read age-appropriate books, including whole novels, with confidence and fluency.</p> <p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.</p> <p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for his/her views.</p>
WRITING	Transcription	<p>Spelling</p> <p>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.</p> <p>Distinguish between homophones and other words which are often confused (English Appendix 1).</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Spell most of the year 5 and 6 words correctly (English Appendix 1).</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).</p> <p>Use a thesaurus with confidence</p> <p>Handwriting</p> <p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>
	Composition	<p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive.</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure).</p>

	Composition	<p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).</p> <p>Draft and write narratives, describing settings, characters and atmosphere.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Draft and write by accurately précising longer passages.</p> <p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling errors linked to spelling statements for year 6.</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.</p> <p>Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
	Vocabulary, Grammar and Punctuation	<p>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.</p> <p>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.</p> <p>Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.</p> <p>Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis</p> <p>Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.</p> <p>Use the colon to introduce a list and semi-colons within lists.</p> <p>Use bullet points to list information.</p> <p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.</p> <p>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.</p>