

Pupils in Year 6 should be taught to:

Reading:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.

Reading assessment evidence in Year 6 should focus on:

Poetry; modern fiction; fiction from literary heritage; plays; library use; non-fiction; myths and legends; books from other cultures and traditions; reference books or textbooks; traditional stories; drama; whole books read aloud and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

- enjoy reading
- read aloud wider range of poetry and age-appropriate books with accuracy and expression
- summarise and presenting a familiar story in their own words
- read silently with good understanding
- read widely and frequently outside school as well as inside school for pleasure and information
- recommend books to others, giving reasons
- prepare poems and plays to read aloud and perform
- make comparisons within and across books
- take part in effective discussion confidently and challenge others politely
- provide reasoned justifications for their views
- broaden their vocabulary take part in formal presentations and debates with confidence

Writing:

In Spelling:

- use further prefixes and suffixes and understand the guidance for adding them
- spelling some words with 'silent' letters [for example, knight, psalm, solemn]
- continuing to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

In Handwriting:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

In Composition:

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
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

In Vocabulary, Grammar and Punctuation:

Develop their understanding of key concepts by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for Year 6

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

Continue to develop independent spelling by:

- using further prefixes and suffixes and understand the guidance for adding them
- spelling some words with 'silent' letters [for example, knight, psalm, solemn]
- continuing to distinguish between homophones and other words which are often confused
- using knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1
- using dictionaries to check the spelling and meaning of words
- using the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- using a thesaurus

Develop their understanding of key concepts (set out in English Appendix 2 table below) by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 (set out in the English Appendix 2 table below)

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

English - Appendix 2: Vocabulary, grammar and punctuation

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, 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].
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]. Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].
Terminology for pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

English Curriculum Overview - Year 6

Text	<p>War Horse <i>Michael Morpurgo</i></p>  <p>Historical Fiction</p>	<p>Wonder <i>R.J. Palacio</i></p>  <p>Family Fiction</p>	<p>Holes <i>Louis Sachar</i></p>  <p>Adventure</p>	<p>Letters from the Lighthouse <i>Emma Carroll</i></p>  <p>Historical Fiction</p>	<p>Funky Chickens <i>Benjamin Zephaniah</i></p>  <p>Diverse Poetry</p>
Reading	<ul style="list-style-type: none"> Read age-appropriate books with confidence and fluency including whole novels Evaluate the impact of figurative language and its effect on the reader Identify the most relevant points, including those selected from different places in the text Make inferences based on textual evidence 	<ul style="list-style-type: none"> Explain how context can contribute to meaning Confidently skim and scan texts to speed up recall and research Distinguish between fact and opinion Provide explanations of inferred meanings drawing on evidence across the text 	<ul style="list-style-type: none"> Read aloud with intonation that shows understanding Work out the meaning of words from context Comment on structural choices showing some general awareness of author's craft Draw on a range of evidence from different parts of the text, predicting in detail using information stated and implied 	<ul style="list-style-type: none"> Identify the main purpose and viewpoint within and across genres and overall effect on the reader Evaluate how authors use language and its effect on the reader Identify various features relating to organisation at text level, including form, with some explanation Make detailed and structured responses by stating the point, finding evidence and explaining ideas 	<ul style="list-style-type: none"> Comment on the differences in author viewpoint of the same event Understand and use appropriate terminology to discuss texts Make comments generally supported by relevant textual reference or quotation Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them
Writing	<ul style="list-style-type: none"> Narrative - Use of dialogue to move a story forward and to develop characterisation Recount - Write in a specific form with a clear audience ensuring formality is appropriate 	<ul style="list-style-type: none"> Narrative - Use of two narrators to tell a story from different perspectives Discussion - Write in a specific form with a specific audience e.g., article in a magazine 	<ul style="list-style-type: none"> Narrative - Non-linear time structure using a range of devices to signal shifts time both forwards and backwards Description - Write a report with a distinct form and specific audience, selecting correct vocabulary/ grammatical structures reflecting level of formality required 	<ul style="list-style-type: none"> Narrative - Use of descriptive and figurative language to create atmosphere and to show shifts in formality Explanation - Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader 	<ul style="list-style-type: none"> Narrative - Use of a range of figurative language including simile, metaphor, personification, alliteration, onomatopoeia and hyperbole etc. Description - Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader
Grammar & Punctuation	<ul style="list-style-type: none"> Full stops, question marks and exclamation marks to demarcate end of sentences Statements, questions, commands & exclamations Use of capital letters for the start of sentences and proper nouns Nouns, verbs, adverbs, adjectives, determiners, conjunctions, prepositions, pronouns and interjections Use of punctuation to demarcate direct speech Use of commas to separate items in a simple list Use of co-ordinating conjunctions (FANBOYS) and subordinating conjunctions (ISAWAWABAB) 	<ul style="list-style-type: none"> Brackets, dashes and commas to demarcate additional information Parenthesis to add extra information in sentences Identifying and using apostrophes for contraction and singular/plural possession Modal verbs and adverbs to indicate degrees of possibility Use of commas to separate main and subordinate clauses Using and understanding the difference between clause types 	<ul style="list-style-type: none"> Use of colons and semi-colons to mark boundaries between independent clauses Relative clauses beginning with a relative pronoun (or implied) to add additional information to sentences When to correctly use a hyphen to join words e.g., six-year-old (ages), well-behaved (compound adjective) etc. Correct function of expanded noun phrases including determiner, adjective, noun and prepositional phrase Commas and hyphens used to avoid ambiguity and to clarify meaning Use of the ellipsis to indicate omitted information in within or at the end of paragraphs 	<ul style="list-style-type: none"> Identifying and understanding the difference between subject and object in sentences Correct use of the active and passive form of verbs in sentences Synonyms and Antonyms - words with similar and opposite meanings Use of Standard English/formal language VS local spoken English and informal language Use of bullet points in lists e.g. no capital letters/no full stops Correct function of lists using semi-colons to separate complex items 	<ul style="list-style-type: none"> Identification and use of past/present progressive and perfect tense as opposed simple tense Use of subjunctive mood e.g. 'If I were you' Understanding of root words and related word families Use of the same word as both noun and verb e.g. lock, drive etc. Converting nouns and adjectives into verbs using a suffix e.g. class → classify etc. Identification of adverbials (time, place, manner) & prepositions (position, time) use of direct VS indirect speech and formal VS informal speech
Spelling	<ul style="list-style-type: none"> Suffixes: Root word remains unchanged e.g. neat – neater Ough: different sounds from 'ough' letter string e.g. although, drought Suffixes: 'Drop the e' from root word e.g. fame – famous Suffixes: 'Keep the e' in root word e.g. amaze – amazement Suffixes: 'y becomes i' e.g. beauty - beautiful 	<ul style="list-style-type: none"> Homophones: Words with the same sound but different spelling/meaning e.g. stationary & stationery Suffixes: Double the consonant e.g. drop – dropped Suffixes: 'Drop the y change to an i' in root word e.g. copy - mystery – mysterious Homophones: Words with the same sound but different spelling/meaning e.g. morning & mourning 	<ul style="list-style-type: none"> 'sh' sound: 'ti' or 'ci' spelling e.g. nation, official etc. 'sh' sound: 'si' or 'ssi' spelling e.g. tension, admission etc. Silent letters: Words containing a silent letter e.g. gnome, solemn etc. 'ei' and 'ie': 'I before e except after c' e.g. piece, receive etc. Hyphenated Words: e.g. co-operate, re-enter etc. 	<ul style="list-style-type: none"> Suffixes: 'able' and 'ible' e.g. reliable, visible etc. Common Misconceptions: e.g. whose/who's, your/you're, its/it's etc. Plural Nouns: 'es' and 'ies', e.g. buses, bonuses, identities, parties, etc. Plural Nouns: 'oes' and irregular nouns e.g. echoes, heroes, geese, sheep, etc. Homophones: Words with the same sound but different spelling/meaning 	<ul style="list-style-type: none"> Etymology: French Origin e.g. chauffeur, critique etc. Etymology: Latin Origin e.g. antiqua = antique etc. Etymology: Germanic Origin e.g. angst = anger etc. Etymology: Greek Origin e.g. audi = hear etc. Etymology: Etymology - Old Norse Origin e.g. hiem = home