

Literacy Curriculum – Year 6

Autumn		Spring		Summer	
Instructions Non-Chronological Reports Setting Description		Narrative Explanation Recount Description		Debate Narrative	
Spoken Language					
Years 1 – 6	Pupils should be taught to: <ul style="list-style-type: none">listen and respond appropriately to adults and their peersask relevant questions to extend their understanding and knowledgeuse relevant strategies to build their vocabularyarticulate and justify answers, arguments and opinionsgive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsmaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments		<ul style="list-style-type: none">use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasspeak audibly and fluently with an increasing command of Standard Englishparticipate in discussions, presentations, performances, role play, improvisations and debatesgain, maintain and monitor the interest of the listener(s)consider and evaluate different viewpoints, attending to and building on the contributions of othersselect and use appropriate registers for effective communication.		
	Reading – Word Reading		Reading – Comprehension		
Pupils should be taught to: <ul style="list-style-type: none">apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.		Pupils should be taught to: <ul style="list-style-type: none">maintain positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none">continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooksreading books that are structured in different ways and reading for a range of purposes<ul style="list-style-type: none">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 traditionsrecommending books that they have read to their peers, giving reasons for their choicesidentifying and discussing themes and conventions in and across a wide range of writingmaking comparisons within and across bookslearning a wider range of poetry by heartpreparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audienceunderstand what they read by:<ul style="list-style-type: none">checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in contextasking questions to improve their understandingdrawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidencepredicting what might happen from details stated and impliedsummarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideasidentifying how language, structure and presentation contribute to meaningdiscuss and evaluate how authors use language, including figurative language, considering the impact on the readerdistinguish between statements of fact and opinionretrieve, record and present information from non-fictionparticipate 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 courteouslyexplain 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 necessaryprovide reasoned justifications for their views.			
Vocabulary, Grammar and Punctuation					
Text Structure		Sentence Structure		Punctuation	
Linking ideas across paragraphs using a wider range of cohesive devices : semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>), and elision . Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text		Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>) Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over them fence is over there</i> , or <i>the fact that it was raining meant the end of sports day</i>) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> , or the use of the subjunctive in some very formal writing and speech) <i>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <i>using passive verbs to affect the presentation of information in a sentence</i> <i>using the perfect form of verbs to mark relationships of time and cause</i> <i>using expanded noun phrases to convey complicated information concisely</i> <i>using modal verbs or adverbs to indicate degrees of possibility</i> <i>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</i>		Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>maneating shark</i> , or <i>recover</i> versus <i>re-cover</i>) <i>Indicate grammatical and other features by:</i> <ul style="list-style-type: none"><i>using commas to clarify meaning or avoid ambiguity in writing</i><i>using hyphens to avoid ambiguity</i><i>using brackets, dashes or commas to indicate parenthesis</i><i>using semi-colons, colons or dashes to mark boundaries between independent clauses</i><i>using a colon to introduce a list</i><i>punctuating bullet points consistently</i>	
				active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points	

Composition (Planning, Writing and Editing)						
Year 6	Planning	a. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing b. noting and developing initial ideas, drawing on reading and research where necessary c. in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to	Draft and Write	a. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning b. in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action c. using a wide range of devices to build cohesion within and across paragraphs d. using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)	Evaluate and Edit	a. assessing the effectiveness of their own and others' writing b. proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning d. 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 • perform their own compositions, using appropriate intonation and volume so that meaning is clear.
Writing – Transcription (Spelling)				Writing – Handwriting		
Pupils should be taught to: <ul style="list-style-type: none">▪ use further prefixes and suffixes and understand the guidance for adding them▪ spell some words with 'silent' letters [for example, knight, psalm, solemn]▪ continue 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 three or four letters of a word to check spelling, meaning or both of these in a dictionary▪ use a thesaurus.				Pupils should be taught to: <ul style="list-style-type: none">▪ 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.		