English Curriculum – Year 6

Genres

Fiction – to entertain Narrative	*Non-fiction – to persuade* Formal Letter	*Non-fiction – to inform/entertain* Diary	*Fiction – to entertain* Flashback Narrative	*Non-fiction – to persuade* Persuasive Advert	*Non-fiction – to inform* Newspaper	*Non-fiction – to inform* NCR	*Fiction – to entertain* Horror Narrative	*Fiction – to entertain* Narrative	*Fiction – to entertain* Story Opening – Setting

Spoken Language

UKS2

Pupils should be taught to:

- Understand how to answer questions that require more than a yes/no or single sentence response.
- Recognise and explain some idioms.
- Understand irony (when it is obvious).
- Use adventurous and sophisticated vocabulary.
- Explain the meaning of words, offering alternatives.
- Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.
- Vary the length and structure of sentences.
- Ask questions and make suggestions to take an active part in discussions.
- Comment on the grammatical structure of a range of spoken and written accounts.
- Narrate detailed and exciting stories.
- Use the conventions and structure appropriate to the type of story being told.
- Interweave action, character descriptions, settings and dialogue.
- Negotiate and compromise by offering alternatives.
- Debate, using relevant details to support points.
- Offer alternative explanations when others don't understand.

Reading – Word Reading

Pupils should be taught to:

- 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.

Reading – Comprehension

Pupils should be taught to:

- 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.

Vocabulary, Grammar and Punctuation

Text Structure

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 *on the other hand, in contrast,* or *as a consequence*), and **elision**.
Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

Sentence Structure

Use of the **passive voice** 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*)
Expanded **noun** phrases to convey complicated information concisely (*e.g. the boy that jumped over them fence is over there,* or *the fact that it was raining meant the end of sports day*)
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. *He's your friend, isn't he?* or the use of the **subjunctive** in some very formal writing and speech)
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

Punctuation

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. man eating shark* versus *man-eating shark,* or *recover* versus *re-cover*)
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 semi-colons, colons or dashes to mark boundaries between independent clauses*
- *using a colon to introduce a list*
- *punctuating bullet points consistently*

Terminology for Pupils

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
c. ensuring correct subject and verb agreement when using singular and plural
d. distinguishing between the language of speech and writing and choosing the appropriate register
e. proof-read for spelling and punctuation errors
f. perform their own compositions, using appropriate intonation and volume so that meaning is clear.

Writing – Transcription (Spelling)

Pupils should be taught to:

- 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.

Writing – Handwriting

Pupils should be taught to:

- 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.