



## English Year 6 ORACY

PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL & EMOTIONAL
<p>To have a stage presence.</p> <p>To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p> <p>Begin to think about deliberate crafting of the listener's journey through changes to tone, volume and pace.</p>	<p>To use humour, irony, sarcasm and mimicry.</p> <p>To be confident using common idioms and expressions.</p> <p>To judge when appropriate to use specialist vocabulary.</p> <p>To be able to use specialist language to describe their own and other's talk.</p> <p>To deliberately vary sentence structure and length for effect.</p> <p>To use and innovate on an increasingly sophisticated range of sentence stems with accuracy and fluency.</p>	<p>To continue to build on, challenge and begin to summarise other's ideas in discussion.</p> <p>To structure their talk in sophisticated ways i.e., grouping ideas by themes.</p> <p>To confidently counter-argue and make counter proposals to problem- solve and move discussions forward.</p> <p>To cite evidence with mature and appropriate reference points.</p> <p>To reflect on their own and others' oracy skills and identify areas of strength and how to improve.</p>	<p>To speak with flair and passion.</p> <p>To be confidently organise groups talk eg. as a chairperson</p> <p>To begin to be able to read a room or a group and take action accordingly e.g., if everyone looks disengaged, moving on or changing topic; if people look confused stopping to take questions.</p> <p>To consider the impact of their words on others when giving feedback.</p>

### SPOKEN LANGUAGE

**LISTENING:** To make improvements based on constructive feedback on their listening skills.

**FOLLOWING INSTRUCTIONS:** To follow complex directions/multi-step instructions without the need for repetition.

**QUESTIONING:** To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.

**DRAMA AND PERFORMANCE:** To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.

**VOCABULARY BUILDING:** To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide



range of topics. To confidently explain the meaning of words and offer alternative synonyms.

**RANGE OF PURPOSE:** To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.

**PARTICIPATION:** To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.

English Year 6	
READING	
WORD READING	COMPREHENSION
<p><b>Develop word reading skills in line with the statutory guidelines of the National Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).</li> <li>• Read aloud and to understand the meaning of new words that they meet.</li> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> </ul>	<p><b>Develop comprehension skills in line with the statutory guidelines of the National Curriculum:</b></p> <p>Maintain positive attitudes to reading and develop a further understanding of what they read</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Increase 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</p> <p>Recommend books that they have read to their peers, giving reasons for their choices and identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning</p>



	<p>is clear to an audience</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify 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>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>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</p> <p>Provide reasoned justifications for their views.</p>
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**English Year 6**  
**WRITING**

<b>SPELLING</b>	<b>VOCABULARY, GRAMMAR &amp; PUNCTUATION</b>
<p>Develop understanding of spelling rules in line with the statutory guidelines set out in English Appendix 1 of the National Curriculum:</p> <ul style="list-style-type: none"> <li>• Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• Continue to distinguish between homophones and other words which are often confused</li> </ul>	<p>Develop understanding of vocabulary, grammar and punctuation in line with the statutory guidelines set out in English Appendix 2 of the National Curriculum:</p> <p><b>PUNCTUATION</b></p> <p>Use commas to separate a subordinate clause from a main clause</p> <p>Use ellipsis</p> <p>Use parenthesis such as brackets, commas, and</p>



<ul style="list-style-type: none"> <li>• 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</li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus.</li> </ul>	<p>hyphens to add extra information</p> <p><b>SENTENCES</b>        Use two coordinating conjunctions with three main clauses        Start a sentence with an “-ed” expanded clause        Use a coordinating and subordinate conjunction with two main and one subordinate clause        Start a sentence with a subordinate conjunction        Use a range of conjunctions: coordinating, subordinate, correlative</p> <p><b>NOUNS</b></p> <p><b>VERBS</b>        Know how to use the future tense and how to achieve it        Use modal auxiliary verbs: should, could, would, ought        Use subjunctive mood verbs</p> <p><b>VOCABULARY</b>        Identify and use metaphors</p>
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**English Year 6**  
**WRITING**

**COMPOSITION**

<p><b>Develop writing in line with the statutory requirements of the National Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Plan, draft and write</li> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their</li> </ul>	<p><b>SENTENCE PROGRESSION:</b></p> <ul style="list-style-type: none"> <li>• Use two coordinating conjunctions with three main clauses</li> <li>• Start a sentence with an “-ed” expanded clause</li> <li>• Use a coordinating and subordinate conjunction with two main and one subordinate</li> </ul>
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own

- Note and develop initial ideas, drawing on reading and research where necessary
- When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- Précis longer passages
- Use a wide range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit
- Assess the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure 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

clause

- Start a sentence with a subordinate conjunction
- Edit sentences by either shortening or lengthening
- Use active and passive sentences

**Year 6  
HANDWRITING**

**Autumn**

**Week**

**Letter focus. Single letters and pairs**



1	Jumper Family - h, n, m, r
2	Abracadabra Family - c, o, a, d
3	Abracadabra and Squirter Family - s, q, e
4	Window Cleaner Family - l, t, i, u
5	Fisher Family - g, j, y, f
6	Jumper Family - b, p
7	Slider Family - v, w, x, z, k
8	The straight line group - I, E, L, F, H, T
9	The curved line group - C, O, S, G, Q
10	The lines with curves group - D, P, B, R, J, U
11	The sliding lines group - A, M, N, W, V, X, Z, Y

Spring	
Week	Focus: Writing words from each family



1	Jumper Family - h, n, m, r
2	Abracadabra Family - c, o, a, d
3	Abracadabra and Squirter Family - s, q, e
4	Window Cleaner Family - l, t, i, u
5	Fisher Family - g, j, y, f
6	Jumper Family - b, p
7	Slider Family - v, w, x, z, k
8	The straight line group - I, E, L, F, H, T
9	The curved line group - C, O, S, G, Q
10	The lines with curves group - D, P, B, R, J, U
11	The sliding lines group - A, M, N, W, V, X, Z, Y



Summer	
Week	Focus: Joining pairs from each family. Pairs and words.
1	Jumper Family - h, n, m, r
2	Abracadabra Family - c, o, a, d
3	Abracadabra and Squirter Family - s, q, e
4	Window Cleaner Family - l, t, i, u
5	Fisher Family - g, j, y, f
6	Jumper Family - b, p
7	Slider Family - v, w, x, z, k
8	The straight line group - I, E, L, F, H, T
9	The curved line group - C, O, S, G, Q
10	The lines with curves group - D, P, B, R, J, U
11	The sliding lines group - A, M, N, W, V, X, Z, Y



