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| Year 6 English Knowledge and Skills in The New National Curriculum | | | |
| Reading | Writing | Vocabulary, grammar and punctuation | Spoken English |
| Reading –word reading   * 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 | Writing – 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   Proof-read for spelling and punctuation errors  Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Word   * know 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]   * know how words are related by meaning as synonyms and antonyms [for example, big, large, little]   Sentence   * use the passive form 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)]. * know 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   * link 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 * use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]   Punctuation   * use semi-colons, colons and dashes to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] * use colons to introduce a list and use semi-colons within lists * punctuate bullet points to list information * know 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 | * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication |
| Reading -comprehension  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 |
| Writing – transcription  Spelling (see also English Appendix 1 for further guidance)   * consolidate work from previous years * add suffixes beginning with vowel letters to words ending in –fer * spell homophones and other words that are often confused (see Appendix 1) * spell nouns ending in –ce and verbs ending in –se e.g. advice/advise; device/devise; licence/license; practice/practise; prophecy/prophesy * use the hyphen when adding a prefix (co-ordinate) |
| Writing –transcription 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 |

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|  | **Progression in Discussion Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 6** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of non-fiction * reading books that are structured in different ways and reading for a range of purposes * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books   To understand what they read by:   * checking that the book makes sense to them, discussing their understanding and exploring the * meaning of words in context identifying how language, structure and presentation contribute to meaning   To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction.  To provide reasoned justifications for their views. | * To identify the language, grammar, organisational and stylistic features of balanced written discussions which:   -summarise different sides of an argument  -clarify the strengths and weaknesses of different positions  -signal personal opinion clearly  -draw reasoned conclusions based on available evidence   * To recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. * To investigate discursive language *(e.g. using if…then, might, could, would, and their persuasive uses,*   *e.g. in deduction, speculation, supposition; build a bank of useful terms and phrases for persuasive argument, e.g. similarly… whereas… )* | To 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   To draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * Using further organisational and presentational devices to structure text and to guide the reader *(e.g. headings, bullet points, underlining)*   To 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   **Grammar**   * Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections * Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text * 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 **subjunctive** forms *such as If I were or Were they to come* in some very formal   writing and speech) | * To write a balanced report of a controversial issue:   -summarising fairly the competing views  -analysing strengths and weaknesses of different positions  -drawing reasoned conclusions where appropriate  -using formal language and presentation as appropriate   * To choose the appropriate style and form to suit a specific purpose and audience *(drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate)* |

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|  | **Progression in Explanatory Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 6** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of non- fiction and reference books or text books * reading books that are structured in different ways and reading for a range of purposes * identifying and discussing themes and conventions in and across a wide range of writing   To 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   To retrieve, record and present information from non-fiction. | * To review and identify all features of an explanatory text (see items in Year 4 and Year 5) when making comparisons across texts * To expand knowledge from practical experiments/investigations through generating further questions and carrying out research linked to identified topic | To 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   To draft and write by:   * 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 *(e.g. headings, bullet points, underlining)*  **Grammar**   * Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections * Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text * Use of the passive to affect the presentation of * information in a sentence | * To choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of the text type. * To use the language conventions and grammatical features of the text type as appropriate to compile an explanatory text (*include explanations of what was observed and outcomes of further research)* |

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|  | **Progression in Instructional Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 6** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of non-fiction and reference books * reading books that are structured in different ways and reading for a range of purposes   identifying and discussing themes and conventions in and across a wide range of writing  To understand what they read by:   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * identifying how language, structure and presentation contribute to meaning | * To recognise how instructional texts are adapted according to the audience and purpose of the text (*e.g. how a recipe book differs from instructions for playing a game or a health and safety notice, e.g. what to do in the case of a fire)* | To 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   To draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and   enhance meaning   * 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 *(e.g. headings, bullet points, underlining)*   To evaluate and edit by:   * Assessing the effectiveness of their own and others’ writing * Ensuring the consistent and correct use of tense throughout a piece of writing   **Grammar**   * Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text * Use of the colon to introduce a list   Punctuation of bullet points to list information | * To choose the appropriate form of writing and style to suit a specific purpose and audience (*drawing on knowledge of different non-fiction text types)* * To use the language conventions and grammatical features of the different types of text as appropriate. |

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|  | **Progression in Narrative** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 6** | To maintain positive attitudes to reading and understanding what they read by:  continuing to read and discuss an increasingly wide range of fiction   * 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   To understand what they read by:   * 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 * To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | * To identify story structures typical to particular fiction genres   To recognise that narrative structure can be adapted and events revealed in different ways *(E.g. stories within stories, flashbacks, revelations*   * To analyse the paragraph structure in different types of story and note how links are made * To make judgements in response to story endings, *(e.g. whether it was believable, whether dilemmas were resolved satisfactorily)* * To identify common elements of an author’s style and then make comparisons between books (*consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, e.g. a different character takes over the story- telling, the story has 2 narrators – talk about the effect that this has on the story and the reader’s response)* * To identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, *( e.g. in parody)* * To recognise that authors can use dialogue at certain points in a story (e.g. *explain plot, show character and relationships, convey mood)* * To recognise different episodes (in story and on film) can take place in different settings *(discuss why and how the scene changes are made; recognise that authors use language carefully to influence the reader’s view of a place or* * *situation)* | To plan their writing by:  in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed  To draft and write by:   * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * using a wide range of devices to build cohesion within and across paragraphs   **Grammar**   * Linking ideas 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 | * To plan and tell stories to explore different styles of narrative *(present engaging narratives for an audience)*   To plan quickly and effectively the plot, characters and structure of own narrative writing   * To use paragraphs to vary pace and emphasis * To vary sentence length to achieve a particular effect * To use a variety of techniques to introduce characters and develop characterisation * To use dialogue at key points to move the story on or reveal new information. * To create a setting (*By: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds)* * To vary narrative structure when writing complete stories *(E.g. start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative)* |

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|  | **Progression in Persuasive Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of study – statutory requirements | *Progression statements – non statutory* |
| **Year 6** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of non-fiction * reading books that are structured in different ways and reading for a range of purposes * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books   To understand what they read by:   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context   identifying how language, structure and presentation contribute to meaning  To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  To distinguish between statements of fact and opinion  To retrieve, record and present information from non-fiction  To provide reasoned justifications for their views | * To recognise how persuasive arguments are constructed to be effective *(through, for example: the expression; sequence and linking of points; providing persuasive examples, illustration and evidence; pre-empting or answering potential objections; appealing to the known views and feelings of the audience)* * To investigate language of persuasion (*e.g. using if…then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition; build a bank of useful terms and phrases for persuasive argument, e.g. similarly… whereas…)* * To use the conventions and language of debate including Standard English | To 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   To draft and write by:   * Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * Using further organisational and presentational devices to structure text and to guide the reader *(e.g. headings, bullet points, underlining)*   To 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  **Grammar**   * Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections * Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text * 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 subjunctive forms *such as If I were or Were they to come* in some very formal * writing and speech) | * To construct effective persuasive arguments using:   - persuasive language techniques to deliberately influence the listener  -developing a point logically and effectively  -supporting and illustrating points persuasively (using ICT and multi- modality where and when appropriate)  -anticipating possible objections  -harnessing the known views, interests and feelings of the audience  -tailoring the writing to formal presentation where appropriate   * To choose the appropriate style and form to suit a specific purpose and audience (*drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate)* |

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|  | **Progression in Poetry and Play Scripts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of  study – statutory requirements | *Progression statements – non*  *statutory* | National Curriculum programme of  study – statutory requirements | *Progression statements – non statutory* |
| **Year 6** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of poetry and plays * 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   To understand what they read by:   * identifying how language, structure and presentation   contribute to meaning  To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | * To interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes * To explain the impact of figurative and expressive language, including metaphor * To comment on poems’ structures and how these influence meaning * To vary pitch, pace volume, rhythm and expression in relation to the poem’s meaning and form * To use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT | To 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   To draft and write by:  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning To evaluate and edit by:   * Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   To perform their own compositions, sing appropriate intonation, volume, and movement so that meaning is clear  **Grammar**   * How words are related by meaning as synonyms and antonyms *(e.g. big, large,*   *little)* | * To use language imaginatively to create surreal, surprising, amusing and inventive poetry * To use simple metaphors and personification to create poems based on real or imagined experience * To select pattern or form to match meaning and own voice |

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|  | **Progression in Recount Texts** | | | |
|  | Reading – comprehension and oral retelling | | Writing – composition and grammar | |
|  | National Curriculum programme of study – statutory requirements | *Progression statements – non statutory* | National Curriculum programme of study – statutory requirements | *Progression statements – non statutory* |
| **Year 6** | To maintain positive attitudes to reading and understanding what they read by:   * continuing to read and discuss an increasingly wide range of non-fiction and reference books * reading books that are structured in different ways and reading for a range of purposes * identifying and discussing themes and conventions in and across a wide range of writing   To 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 * summarising the main ideas drawn from more than one paragraph, identifying key details   that support the main ideas  To distinguish between statements of fact and opinion.  To retrieve, record and present information from non-fiction. | * To recognise the effect on the reader of the choice between first and third person *(including biography and autobiography*) * To distinguish between fact, opinion and fiction * To distinguish between implicit and explicit points of view and how these can differ. | To 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   To draft and write by:   * Using a wide range of devices to build cohesion within and across paragraphs   To evaluate and edit by:  Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  **Grammar**   * Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections * The difference between vocabulary of informal speech and vocabulary appropriate * for formal speech and writing. | * To develop the skills of biographical and autobiographical writing in role (adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary) * To select the appropriate style and form to suit a specific purpose and audience, *(drawing on knowledge of different non-fiction text types)* * To use the language conventions and grammatical features of the different types of text as appropriate. |