

## Year 6

| Reading – Word Recognition  | Reading – Comprehension   | Writing – Transcription   | Writing – Handwriting   | Writing – Composition   | Writing – vocabulary, grammar and punctuation   |
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| Pupils should be taught to:   | maintain positive attitudes to reading and understanding of what they read by:  | use further prefixes and suffixes and understand the guidance for adding them   | write legibly, fluently and with increasing speed by:   | plan their writing by:  | develop their understanding of the concepts set out in English Appendix 2 by:   |
| 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. | continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks   | spell some words with ‘silent’ letters [for example, knight, psalm, solemn]   | choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters | identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms |
|   | reading books that are structured in different ways and reading for a range of purposes   | continue to distinguish between homophones and other words which are often confused   | choosing the writing implement that is best suited for a task.  | noting and developing initial ideas, drawing on reading and research where necessary  | using passive verbs to affect the presentation of information in a sentence   |
|   | 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 | 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 |   | in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   | using the perfect form of verbs to mark relationships of time and cause   |

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|  | recommending books that they have read to their peers, giving reasons for their choices   | use dictionaries to check the spelling and meaning of words   |  | draft and write by:   | using expanded noun phrases to convey complicated information concisely   |
|  | identifying and discussing themes and conventions in and across a wide range of writing   | use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary |  | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning                       | using modal verbs or adverbs to indicate degrees of possibility   |
|  | making comparisons within and across books  | use a thesaurus.  |  | in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action | using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun |
|  | learning a wider range of poetry by heart   |   |  | precising longer passages   | learning the grammar for years 5 and 6 in English Appendix 2  |
|  | 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 |   |  | using a wide range of devices to build cohesion within and across paragraphs  | indicate grammatical and other features by:   |

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|  | understand what they read by:   |  |  | using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] | using commas to clarify meaning or avoid ambiguity in writing                      |
|  | checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context                    |  |  | evaluate and edit by:   | using hyphens to avoid ambiguity   |
|  | asking questions to improve their understanding   |  |  | assessing the effectiveness of their own and others' writing  | using brackets, dashes or commas to indicate parenthesis                           |
|  | drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |  |  | proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   | using semi-colons, colons or dashes to mark boundaries between independent clauses |
|  | predicting what might happen from details stated and implied  |  |  | ensuring the consistent and correct use of tense throughout a piece of writing  | using a colon to introduce a list  |

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|  | summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas |  |  | ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register | punctuating bullet points consistently   |
|  | identifying how language, structure and presentation contribute to meaning   |  |  | proof-read for spelling and punctuation errors  | use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. |
|  | 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  |  |  |   |  |

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|  | 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  |  |  |  |  |