

## Year 6 English Curriculum

### Reading

By the end of Year 6 a child should be able to:

<u>Word Reading (National Curriculum)</u>	<u>Comprehension ( National Curriculum)</u>
<p>Fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books.</p> <p>Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1'.</p> <p>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.</p>	<p>Has read and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).</p> <p>Has learned a wide range of poetry by heart.</p> <p>Explains how language, structure, and presentation, can contribute to the meaning of a text.</p> <p>Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.</p> <p>Comments on how language, including figurative language, is used to contribute to meaning.</p> <p>Asks questions to enhance understanding of the text.</p> <p>Is able to make comparisons within and across different texts.</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Makes predictions based on details stated and implied.</p> <p>In non-fiction, retrieves records and presents information to the reader.</p> <p>Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.</p> <p>Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others.</p> <p>Explains and discusses 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>Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.</p>

## Writing

**By the end of Year 6 a child should be able to:**

Handwriting	Composition	Transcription	Vocabulary, grammar and punctuation	Spelling							
<p>Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement.</p>	<p>Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing, wider reading and research.</p> <p>In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed.</p> <p>The drafting process is used to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus.</p> <p>In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.</p> <p>When required, longer passages are <i>precised</i> appropriately.</p> <p>Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.</p> <p>The grammatical terminology in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 2' is used when discussing and evaluating writing.</p> <p>A dictionary and thesaurus are used to check word meaning and appropriateness.</p> <p>Writing for a wider audience is proof-read to ensure accuracy of spelling and punctuation, including effective use of a dictionary.</p> <p>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</p> <ul style="list-style-type: none"> <li>❖ paragraphs to develop and expand some ideas, descriptions, themes or events in depth</li> <li>❖ a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase, grammatical connections, such as adverbials, and ellipsis)</li> <li>❖ a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader</li> <li>❖ appropriate choice of tense to support whole text cohesion and coherence.</li> </ul>	<p>Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.</p> <p>Morphological and etymological knowledge, and the full range of spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for Years 5/6', are accurately applied, including:</p> <ul style="list-style-type: none"> <li>❖ accurate spelling of most prefixes and suffixes as listed in <i>English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for Years 5/6</i>.</li> <li>❖ accurate spelling of most words with silent letters</li> <li>❖ accurate spelling of most homophones and other words which are often confused</li> <li>❖ accurate spelling of most words that need to be specifically learnt, as listed in Years 5/6 word list in <i>English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1</i>.</li> </ul> <p><b>See Y6 Spelling Programme for expectations</b></p>	<p>According to audience, purpose and context, writing demonstrates appropriate use of:</p> <ul style="list-style-type: none"> <li>❖ expanded noun phrases to convey complicated information concisely</li> <li>❖ relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas</li> <li>❖ the perfect form of verbs to mark relationships of time and cause</li> <li>❖ modal verbs and adverbs to indicate degrees of possibility, probability and certainty</li> <li>❖ the passive voice to affect the presentation of information</li> <li>❖ vocabulary and grammatical choices to suit both formal and informal situations.</li> </ul> <p>A range of punctuation is used, mostly accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points).</p> <p><b>See Appendix 2 Year 6 Vocabulary, Grammar and punctuation for expectations.</b></p>	<p>By the end of Year 6 children will be expected to be able to spell:</p>				<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward  bargain bruise  category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity  definite desperate determined develop dictionary disastrous</p>	<p>embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation  familiar foreign forty frequently  government guarantee  harass hindrance  identity immediate(ly) individual interfere interrupt</p>	<p>language leisure lightning  marvellous mischievous muscle  necessary neighbour nuisance  occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation  queue</p>	<p>recognise recommend relevant restaurant rhyme rhythm  sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system  temperature thorough twelfth  variety vegetable vehicle  yacht</p>