

Y6 English

Writing composition coverage

Pupils should be taught 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
- 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.

Y6 Handwriting expectations

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**
- choosing the **writing implement** that is **best suited** for a task

Y6 - Grammar, Vocabulary and Punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- 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
- learning the grammar for years 5 and 6 in English Appendix 2

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
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Y6 writing transcription

Spelling (see English Appendix 1)

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**

Y6 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.

Y6 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.

Y6 Spoken Word

Pupils should be taught to:

- **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**