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| **St Peter’s Catholic**  **Primary School** | **Year 6.**  **English Curriculum** | | **Terminology for pupils**  subject, object, active, passive, synonym, antonym  ellipsis, hyphen, colon, semi-colon, bullet points | |
| **Reading - Word**  Throughout year 6 children will:   * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words that they meet. | | **Reading – Comprehension**  Throughout year 6 children will develop positive attitudes to reading and understanding of what they read by:   * maintain positive attitudes to reading and understanding of what they read by: * reading books that are structured in different ways and reading for a range of purposes * increasing their familiarity and discuss 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 and non-fiction. * 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, retrieve, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences e.g. inferring characters’ feelings, thoughts, predicting, summarising the main ideas drawn, identifying how language, structure and presentation contribute to meaning * discuss use of figurative language and impact * distinguish between statements of fact and opinion * 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. | | **Spoken Language**  Throughout year 6 children will:   * Use a range of oral techniques to present persuasive arguments and engaging narratives (SL1) * Participate in whole-class debate using the conventions and language of debate, including standard English (SL2) * Use the techniques of dialogic talk to explore ideas, topics or issues (SL3) * Make notes when listening for a sustained period and discuss how note-taking varies * depending on context and purpose (SL4) * Analyse and evaluate how speakers present points effectively through use of language and gesture (SL5) * Listen for language variation in formal and informal contexts (SL6) * Identify the ways spoken language varies according to differences in the context and * purpose of its use (SL7) * Consider examples of conflict and resolution, exploring the language used (SL8) * Understand and use a variety of ways to criticise constructively and respond to criticism (SL9) |

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| **St Peter’s Catholic**  **Primary School** | **Year 6.**  **English Curriculum** | | **Terminology for pupils**  subject, object, active, passive, synonym, antonym  ellipsis, hyphen, colon, semi-colon, bullet points | |
| **Writing – Composition**  Throughout Year 6 children will be taught to write 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. | | **Writing – Transcription**  Throughout Year 6 children will be taught to spell by:   * 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. | | **Handwriting**  Throughout Year 6 children will 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 specific letters * choosing the writing implement that is best suited for a task.   **Vocabulary, Punctuation and Grammar**  Throughout Year 6 children will be taught to develop their understanding of the concepts set out in [[English Appendix 2](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) 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&6 in App. 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. |

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| **English Objectives Year 6 – Term 1** | |
| **Writing** | **Vocabulary, punctuation and grammar.** |
| **In all writing**   * Read and discuss similar writing and learn from its structure, vocabulary, grammar, form, audience and purpose to form own writing. * Plan, organise, draft and redraft paragraphs composing sentences, selecting appropriate grammar and vocabulary to suit the purpose and audience making improvement to enhance. * Evaluate own and others writing for structure, grammar, vocabulary, punctuation, formality, audience, purpose and style. * Proof read and edit for grammar, vocabulary and punctuation to enhance writing. * Edit to ensure consistent tense, subject/verb agreement and standard/non-standard English. * Use a wide range of cohesive devices to make links within and across paragraphs/text e.g. *pronouns, adverbs, adverbial phrases, tense, repetition, ellipses.* * Organise and develop the whole text effectively with well-balanced paragraphs and controlled information to suit the purpose and form of the text type to engage the reader.   **Narrative**   * Write narratives in a full range of genres. * Write narratives in varying structures to suit the genre, audience and purpose. * Manipulate narrative perspective by writing a story with two different narrators e.g diary * Explore the features of texts which recount events & experiences e.g. diaries, letters, recounts * Plan plot characters and structure effective in writing a story. * Use a wide range of devices to open narrative e.g. *dialogue, character description* and to engage e.g. *surprise, shock, amuse.* * Use a wide range of strategies to conclude narrative e.g. *surprise, satisfy, shock* and may not link back e.g. *cliff-hanger.* * Use paragraphs, sequencing and linking them appropriately, in fiction and non-fiction writing. * Use paragraphs to signal changes in time, setting, speaker and to shift focus and vary pace and action. * Incorporate detailed description of settings, atmosphere, action, character (including feelings) and author’s viewpoint to advance the narrative. * Integrate dialogue appropriately to convey character and advance the action.   **Biography and Autobiogrpahy**   * distinguish between biography and autobiography. * to develop the skills of biographical and autobiographical writing in role composing a biographical account based on research, describing a person from different perspectives e.g. police, school report   **Non-Chronological Reports**   * Write a full range of non-chronological texts in a variety of forms e.g. non-chronological reports including explanation and persuasion. * Write an introduction to meet the specific needs of hte purpose, audience and for of the text type e.g. to orientate, introduce, give persona; viewpoint and engage the reader. * Write a conclusion to meet the specific needs of the purpose, audience and form of the text e.g. précis and/or evaluate ideas, give advice, show personal viewpoint and link back to parts of the text. * Incorporate appropriate and detailed description of hte subject matter and personal viewpioint (where relevant) throughout the text to inform and engage the reader. * to secure understanding of the features of non-chronological reports:   + introductions to orientate reader;   + use of generalisations to categorise;   + language to describe and differentiate;   + impersonal language;   + mostly present tense; * to write non-chronological reports linked to other subjects using specific features:   + Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]   **Journalistic Writing**   * Write a full range of chronological non-fiction texts in a variety of forms including hybrid texts e.g. *newspaper with persuasion.* * to develop a journalistic style through considering balanced reporting; selection and presentation of info . * to use the styles and conventions of journalism to report on e.g. real or imagined events.   **Playscripts**   * Compare and evaluate the print and film versions of a novel or play. * Learn about classical playscripts based on the works of Shakespeare and used as a model for performing and writing. | **Word Classes**   * Revise the different word classes, e.g. nouns, verbs, adjectives, adverbs, synonym, homonym and antonym * Choose synonyms for nouns to suit formality e.g. *old banger vs old vehicle*. * Use synonyms for clarity and antonyms for contrast. * Use modal verbs to indicate degrees of possibility e.g. *may, should*.   **Sentence Structure and organisation**   * Write expanded noun phrases selective adjectives and determiners e.g. *that viscous guard dog.* * Modify adjectives with adverbs e.g. *usually friendly.* * Use subordination   + **Time** whilst/as, whenever/every time, once/as soon as.   + **Cause** since/because, so that/in order that   + **Positive/Negative conditions** e.g. I will go out even if it rains.   + **Concession/comparison** e.g. although/even though, whereas/while. * Use adverbial phrases for place with appropriate prepositions and noun phrases e.g. *Far below the stormy grey waves, in a small , dark cave, there was an octopus.* * Use adverbs and adverbial phrases for time, number, addition, cause, emphasis, opposition and to aid cohesion, clarity and avoid repetition. * Distinguish the main clause and other clauses in a complex sentences * Embed relative clauses within a main clause using relative pronouns where, when or whose. * Omit relative pronouns in embedded clauses and move the relative clause to the beginning e.g. *Covered in mud, the man staggered into the room.* * Use repetitive words or phrases to aid cohesion e.g. One reason...another reason   **Punctuation**   * Use commas accurately to separate embedded relative clauses using the full range of relative pronouns including whose, where. * Secure accuracy in using apostrophes. * Use commas, brackets, dashes to indicate parenthesis, clarify meaning and avoid ambiguity. * Use all punctuation in speech including crossing the reporting clause. * Use of the semi-colon to separate expanded noun phrases. * Use of the colon to introduce a list and use of semi-colons within lists * Use a colon to connect a main clause with a phrase or word for emphasis e.g. She thinks about only one thing: chocolate. * Punctuation of bullet points e.g. *full sentence demarcation if bullet points are full sentences. No punctuation if bullet points are words or short phrases.* * How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] |

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| **English Objectives Year 6 – Term 2** | |
| **Writing** | **Vocabulary, punctuation and grammar.** |
| **In all writing**   * Read and discuss similar writing and learn from its structure, vocabulary, grammar, form, audience and purpose to form own writing. * Plan, organise, draft and redraft paragraphs composing sentences, selecting appropriate grammar and vocabulary to suit the purpose and audience making improvement to enhance. * Evaluate own and others writing for structure, grammar, vocabulary, punctuation, formality, audience, purpose and style. * Proof read and edit for grammar, vocabulary and punctuation to enhance writing. * Edit to ensure consistent tense, subject/verb agreement and standard/non-standard English. * Use a wide range of cohesive devices to make links within and across a text e.g. *pronouns, adverbs, adverbial phrases, tense, repetition, ellipses.* * Organise and develop the whole text effectively with well-balanced paragraphs and controlled information to suit the purpose and form of the text type to engage the reader.   **Narrative**   * Write narratives in a full range of genres. * Plan plot characters and structure effective in writing a story. * Write narratives in varying structures to suit the genre, audience and purpose. * To understand aspects of narrative structure   -how authors handle time – flashbacks, stories within stories, dreams,  -how the passing of time is conveyed to the reader   * Use paragraphs, sequencing and linking them appropriately, in fiction and non-fiction writing. * Use paragraphs to signal changes in time, setting, speaker and to shift focus and vary pace and action. * To use different genres as models to write using appropriate conventions * To write own story using flashbacks or a story within a story to convey the passing of time   **Balanced Arguments**   * Identify and write using the features of balanced written arguments e.g.   + Which: summarise different sides of an argument;   + clarify the strengths and weaknesses of different positions;   + signal personal opinion clearly * To construct effective arguments:   + developing a point logically and effectively;   + supporting and illustrating points persuasively, anticipating possible objections;   + harnessing the known views, interests and feelings of the audience; * To write a balanced report of a controversial issue, summarising fairly the competing views.   **Poetry**   * Explore how poets manipulate and play with words and their sounds e.g. humorous or nonsense verse. * Discuss how linked poems relate to one another by themes, format and repetition, e.g. cycle of poems about the seasons and write modelled on these. * Read and interpret poems in which meanings are implied or multilayered. | **Word Classes**   * Revise the different word classes, e.g. nouns, verbs, adjectives, adverbs, synonym, homonym and antonym. * Choose synonyms for nouns to suit formality e.g. *old banger vs old vehicle*. * Use synonyms for clarity and antonyms for contrast. * Use modal verbs to indicate degrees of possibility e.g. *may, should*. * Use a greater range of adverbs to indicate degrees of possibility, probability, certainty and opinion e.g. *Obviously, luckily, unfortunately.*   **Sentence Structure and organisation**   * Use of the passive 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)]. * to revise work on complex sentences: identifying main clauses; ways of connecting clauses; constructing complex sentences; appropriate use of punctuation. (Grammar for writing Unit 47) * Use two subordinate clauses to elaborate and specify relationships e.g. *The boy, who was very tired, walked all the way home even though it was raining.* * Vary clauses to emphasise the relationship between complex ideas and convey succinctness e.g. *The man, wearing dark clothes, hid in the shadows so that the police did not see him.* * Vary the position of adverbial phrases for emphasis and effect (fronted or embedded) e.g. *Davis, at the back of the class, was ignoring the teacher. In actual fact he had lied. He had, in fact, lied.* * investigate conditionals, e.g. using if ...then, might, could, would, and their uses, e.g. possibilities. * Use accurate subject verb agreement and recognise a range of tenses e.g. past simple, past progressive, present simple, present progressive and imperative. * Use perfect tense forms to mark time and cause including present perfect, past perfect, present perfect progressive, past perfect progressive.   **Punctuation**   * to secure knowledge and understanding of more sophisticated punctuation marks: colon; semi-colon; parenthetic commas, dashes, brackets. (Grammar for writing Unit 47). * Use a colon to connect a main clause with a phrase or word for emphasis e.g. She thinks about only one thing: chocolate. * Use the colon to mark the boundary between independent clauses e.g. She has a secret: she loves chocolate. * Omit relative pronouns in embedded clauses and move relative clauses to the beginning * use punctuation effectively to mark out the meaning in complex sentences. * secure accuracy in using apostrophes and commas and punctuating speech. |

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| **English Objectives Year 6 – Term 3** | |
| **Writing** | **Vocabulary, punctuation and grammar.** |
| **In all writing**   * Read and discuss similar writing and learn from its structure, vocabulary, grammar, form, audience and purpose to form own writing. * Plan, organise, draft and redraft paragraphs composing sentences, selecting appropriate grammar and vocabulary to suit the purpose and audience making improvement to enhance. * Evaluate own and others writing for structure, grammar, vocabulary, punctuation, formality, audience, purpose and style. * Proof read and edit for grammar, vocabulary and punctuation to enhance writing. * Edit to ensure consistent tense, subject/verb agreement and standard/non-standard English. * Use a wide range of cohesive devices to make links within and across a text e.g. *pronouns, adverbs, adverbial phrases, tense, repetition, ellipses.* * Organise and develop the whole text effectively with well-balanced paragraphs and controlled information to suit the purpose and form of the text type to engage the reader.   **Narrative**   * Write narratives in a full range of genres. * Write narratives in varying structures to suit the genre, audience and purpose. * Manipulate narrative perspective by writing a story with two different narrators e.g diary * Explore the features of texts which recount events & experiences e.g. diaries, letters, recounts * Use a wide range of devices to open narrative e.g. *dialogue, character description* and to engage e.g. *surprise, shock, amuse.* * Use a wide range of strategies to conclude narrative e.g. *surprise, satisfy, shock* and may not link back e.g. *cliff-hanger.* * Use paragraphs, sequencing and linking them appropriately, in fiction and non-fiction writing. * Use paragraphs to signal changes in time, setting, speaker and to shift focus and vary pace and action. * Incorporate detailed description of settings, atmosphere, action, character (including feelings) and author’s viewpoint to advance the narrative. * Integrate dialogue appropriately to convey character and advance the action.   **Non-Chronological Reports**   * Write a full range of non-chronological texts in a variety of forms e.g. non-chronological reports including explanation and persuasion. * Write an introduction to meet the specific needs of the purpose, audience and for of the text type e.g. to orientate, introduce, give persona; viewpoint and engage the reader. * Write a conclusion to meet the specific needs of the purpose, audience and form of the text e.g. précis and/or evaluate ideas, give advice, show personal viewpoint and link back to parts of the text. * Incorporate appropriate and detailed description of the subject matter and personal viewpoint (where relevant) throughout the text to inform and engage the reader. * Secure understanding of the features of non-chronological reports:   + Introductions to orientate reader;   + use of generalisations to categorise;   + language to describe and differentiate;   + impersonal language;   + mostly present tense; * Write non-chronological reports linked to other subjects using specific features e.g. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]   **Further writing linked to reading**   * to use a reading journal effectively to raise and refine personal responses to a text and prepare for discussion * to write a brief synopsis of a text, e.g. for back cover blurb   **Performance and drama**   * Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | **Word Classes**   * Revise the different word classes, e.g. nouns, verbs, adjectives, adverbs, synonym, homonym and antonym. * Choose synonyms for nouns to suit formality e.g. *old banger vs old vehicle*. * Use synonyms for clarity and antonyms for contrast. * Use modal verbs to indicate degrees of possibility e.g. *may, should*. * Use a greater range of adverbs to indicate degrees of possibility, probability, certainty and opinion e.g. *Obviously, luckily, unfortunately.*   **Sentence Structure and organisation**   * Re-express sentences in a different order. * Construct complex sentences. * Use the passive voice to change the focus of attention e.g. *The window was broken by Joe NOT Joe broke the window.* * Use passive voice when the doer of the action is unknown, general or obvious e.g. *The window was broken. The bins are emptied.* * Use the subjunctive form in formal language to express a hypothetical situation, desire or obligation or prompt confirmation e.g. *If I were you I’d buy that dress. I wish it were the weekend. You like chocolate, don’t you?*   **Punctuation**   * Secure knowledge and understanding of more sophisticated punctuation marks: colon; semi-colon; parenthetic commas, dashes, brackets. (Grammar for writing Unit 47) * use punctuation effectively to mark out the meaning in complex sentences. * Secure accuracy in using apostrophes and commas and punctuating speech. * Use an ellipses to aid cohesion e.g. omitting word that are unnecessary e.g. *I would like to go to the park but I can’t. (go to the park).* |

S&L transition objectives to be completed in Term 3.

**Speaking and Listening Year 6 Progression into Year 7**

Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas (SL1)

Tailor the structure, vocabulary and delivery of a talk or presentation so that it is helpfully sequenced and supported by gesture or other visual aid as appropriate (SL2)

Use standard English consistently in formal situations and promote, justify or defend a point of view using supporting evidence, example and illustration which are linked back to the main argument (SL3)

Listen for and recall the main points of a talk, reading or TV programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed (SL4)

Identify the main methods used by presenters to explain, persuade, amuse or argue a case, e.g. emotive language (SL5)

Investigate differences between spoken and written language structures (SL6)

Adopt a range of roles in discussion, including acting as a spokesperson, and contribute in different ways such as promoting, opposing, exploring and questioning (SL7)

Identify and report the main points emerging from discussion (SL8)

Acknowledge other people’s views, justifying or modifying their own views in the light of what others say (SL9)

Work together logically and methodically to solve problems, make deductions, share, test and evaluate ideas (SL10)