Navigation Primary School

English Curriculum

Year 6

Guidance Document

(If you have any questions regarding the content of this document, please discuss them with your child's/children's class teacher)

Year 6 - Objectives

Year 6 pupils will be taught the following objectives throughout the academic year. On some occasions, these objectives may be covered on more than one occasion if the teacher feels it necessary. Throughout each theme, (E.g. Instructions), objectives from several areas of study may be covered over a short term.

Areas	Objectives
Spoken Word	Pupils will 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.
Word Reading	Pupils will be taught to: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in the last

	section of this document both to read aloud and to understand the meaning of new words that they meet

Comprehension	Pupils will 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.
Writing – transcription	**Spelling (see the last section of this document)** Pupils will 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.
Writing – Handwriting	Pupils 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 little - choosing the writing implement that is best suited for a task.

Writing – Composition	Pupils will 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.

Writing – Grammar, Vocabulary and	Pupils will be taught to: ▪ develop their understanding of the concepts set out in the Vocabulary, Grammar and Punctuation section of this document by:

Punctuation	- 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 6 set out in the Vocabulary, Grammar and Punctuation section of this document 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.

Year 6 - Vocabulary, Grammar and Punctuation

This section shows the grammar, vocabulary and punctuation which Year 6 pupils will be taught in their English lessons this year. This will be done throughout the year, and will support the development of their writing.

Year 6	
Word	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*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	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)*]. 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	Linking 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** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information 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

Year 6 – Spelling

This section shows the statutory spelling requirements which Year 6 pupils will be taught.

Endings which sound like /ʃəs/ spelt –cious or –tious. vicious, precious, conscious, delicious, malicious, suspicious

Endings which sound like /ʃəl/ official, special, artificial, partial, confidential, essential

<u>Use of the hyphen -</u> Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.co-ordinate, re-enter,
co-operate, co-own.

<u>Start Ending Work:</u>

Endings which sound like /ʃəs/ spelt –cious or –tious. If the root word ends in –**ce**, the /ʃ/ sound is usually spelt as **c** – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.

<u>Adding suffixes</u> beginning with vowel letters to words ending in –fer. The **r** is doubled if the –**fer** is still stressed when the ending is added. The **r** is not doubled if the –**fer** is no longer stressed.

referring, referred, referral, preferring, preferred, transferring, transferred

<u>Revision –</u> Common spelling patterns from SPAG test.

<u>Words ending in –ant</u>,
–ance/–ancy,
–ent,
–ence/–ency

observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant,

<u>Homophones</u> and other words that are often confused. In the pairs of words opposite, nouns end –**ce** and verbs end –**se**. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt **c**.