

Literacy Skills- Year 6

Text Types:			
Fiction	Non-Fiction	Poetry	
▪	▪	▪	
Writing:			
Spelling	Handwriting	Composition	Vocabulary, Punctuation & Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. <p style="color: red;">Revision of Year 3, 4 and 5 objectives. Extend and develop to Year 6 coverage below, as appropriate.</p> <ul style="list-style-type: none"> ▪ Words ending in -able and -ible; -ably and -ibly ▪ Adding suffixes to words ending with -fer ▪ <i>Further use of the hyphen (not part of statutory POS)</i> ▪ Further homophones and near-homophones 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Improve range of connectives to give writing fluency and cohesion: e.g. using adverbials such as '<i>on the other hand; in contrast; as a consequence of this;</i> ▪ ensure correct identification of the main clause and subordinate clause in a sentence; explore different order in own writing; discuss effect of changes; ▪ quickly identify statements, questions and commands, and punctuate correctly; ▪ know that relative clauses begin with who, which, where etc; ▪ readily identify the passive voice: e.g. <i>The window in the greenhouse was broken</i> (as distinct from the active.) ▪ use expanded noun phrases in writing, to convey precise information: e.g. <i>The horse which jumped over the fence</i> won the race; ▪ develop confidence to recognise and use adverbials which link ideas across sentences and paragraphs; ▪ confidently identify the past, present and future tense within texts; ▪ be able to select powerful and effective verbs when writing; ▪ revise the term modal verbs to indicate degree of possibility: <i>might, should, will</i> etc; ▪ confidently use the term synonym for words which are similar in meaning: <i>thin, slim</i>; and antonym for words

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		<ul style="list-style-type: none"> ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ which are opposite in meaning; ▪ know the meaning of preposition and be able to identify these in texts; ▪ recognise a parenthesis within a sentence (embedded clause) and know how to punctuate this accurately, with commas, dashes or brackets; ▪ show how the hyphen can be used to avoid ambiguity: <i>e.g. man eating shark versus man-eating shark; little, used car versus little-used car</i>; ▪ revise identification of direct speech and reported/indirect speech; use accurately in independent writing; ▪ use the semi-colon to mark a bigger pause than a comma, separating two sentences which are closely linked in context: <i>e.g. The journey was very long; we all fell asleep.</i> ▪ show also that a semi-colon can divide long items in a list; ▪ revise use of the colon before a list. Introduce the colon as indicating a reveal: <i>e.g. I knew her secret: she was a ghost!</i> ▪ show that an ellipsis is the omission of a word or phrase which is expected and predictable, <i>e.g. Jack waved to Kelly and (he) watched her walk away.</i> ▪ use a dictionary and thesaurus with confidence to define new words and to support the collection of a wide variety of words to support writing; ▪ be able to identify formal and informal styles; begin to be able to use formal Standard English; ▪ achieve competence in subject/verb agreement, both in speech and in writing <i>e.g. we were; they were; I did;</i>
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Reading:

Word Reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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.

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Spoken Language:

Children are taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and build vocabulary 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 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.