

Year 6 English Curriculum Overview and Skills

Reading KPIs

<u>Year 6 Reading KPIs</u>
<ul style="list-style-type: none">• To read most Year 5 and 6 statutory words• Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words• Refer to text to support opinions and predictions• Give a view about a choice of vocabulary, structure, etc.• Distinguish between fact and opinion.• Appreciate how a set of sentences has been arranged to create maximum effect.• Recognise complex sentences and phrases which add detail and discuss the impact this has• Recognise phrases which add detail to sentences.• Explain how a writer has used sentences to create particular effect.• Summarise the main ideas from more than one paragraph.• Prepare (possibly recite) poems and plays to read aloud and to perform.• Skim and scan to aide note-taking, both in researching non-fiction and fiction texts.

Reading Progression of Skills:

	Word Reading	Understanding Text
Year 6	<ul style="list-style-type: none">• To decode unfamiliar words drawing on phonic knowledge and skills• Apply knowledge of root words, suffixes and prefixes• Read age appropriate books with confidence and accuracy• To read fluently and with pace approx. 105-120 words per minute	<ul style="list-style-type: none">• To continue to read, listen and familiarise to a wider range of styles of text• To learn poems and perform these showing understanding of meaning through volume and intonation so that the meaning is clear to the audience• To use school and community libraries to choose books for pleasure and purpose• To understand that books are organised into a classification system and use this to find and retrieve information on a specific subject and topic• To give opinions about a range books and text and make recommendations supported with evidence and references

		<ul style="list-style-type: none"> • To draw inferences from a wide range of text and justify these with evidence e.g. direct quotation, paraphrasing • To continue to make predications based on details stated and implied • Identify themes and conventions across a wide range of writing • To summarise the main ideas in more than one paragraph and identify the key ideas that draws this summary • To read and listen to whole books independently and as a class • Discuss and evaluate how authors use of language (including figurative language) and the impact this has on the reader • Distinguish between fact and opinion
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Writing KPIs

Year 6 Writing KPIs
<p>To spell most year 5 and 6 statutory words</p> <ul style="list-style-type: none"> • Use subordinating clauses to write complex sentences and use of passive voice where appropriate. • Use expanded noun phrases to convey complicated information concisely. • Use a sentence structure and layout matched to requirements of text type. • Use semi-colon, colon or dash to mark the boundary between independent clauses. • Use a colon to introduce a list and semi-colon within a list. • Use correct punctuation of bullet points, and hyphens to avoid ambiguity • Use a full range of punctuation matched to requirements of text type. • Use a wide range of devices to build cohesion within and across paragraphs. • Use paragraphs to signal change in time, scene, action, mood or person. • Write legibly, fluently and with increasing speed.

Writing Purpose for Writing/ Genre Outcomes:

	Fiction	Non- Fiction	Poetry
6	<ul style="list-style-type: none"> To write stories where descriptions of character, settings and atmosphere 	<ul style="list-style-type: none"> To write a non- chronological report where ideas are organised in and across cohesive paragraphs to inform 	<ul style="list-style-type: none"> Write poems that convey imagery (simile, word play, rhyme and metaphor) to entertain
	<ul style="list-style-type: none"> advances drawing on techniques of authors to entertain To write descriptions of character and setting using figurative language for purposeful effect to entertain To write a narrative, letters and biographies which are inspired from across the curriculum to inform and entertain To write a diary in first person recounting an event using appropriate form and features to convey the a specific perspective of the time to inform To write stories with mystery and suspense drawing on techniques of authors to entertain To write adventure stories drawing on techniques of authors for effect To entertain 	<ul style="list-style-type: none"> To use further organisational devices and presentational devices to structure text and guide the reader To write persuasively effectively choosing levels of formality and language for a specified audience To write a letter to inform which considers purpose and audience through choice of language and form To write an argument using techniques with the intention to draw the reader to an informed opinion 	<ul style="list-style-type: none"> To recognise different forms of poetry and identify their features To explore and draw upon poetic techniques to create poetry To learn by heart a significant poem and perform demonstrating effective intonation, tone, volume and action to engage the listener

Writing Progression of Skills:

Writing Skills Progression Map Years R- 6					
Year Group	Sentence Level	Punctuation	Spelling	Vocabulary/ Grammatical terms	Handwriting
6	<p>Select language that shows good awareness of the reader and purpose.</p> <ul style="list-style-type: none"> In narratives, create atmosphere and tension through describing settings, atmosphere and characters. In narratives, integrate dialogue to convey character and advance the action In non -narrative writing, use simple devices for structure: <ul style="list-style-type: none"> Headings Subheadings Bullet points. Select vocabulary and grammatical structures including: <ul style="list-style-type: none"> Contracted forms in dialogue. Use passive verbs to affect how information is presented. Using modal 	<ul style="list-style-type: none"> Capital letters Full Stops ? accurately ! , for lists Apostrophe for contraction and singular possession Inverted commas Apostrophe to mark plural possession. Use commas after fronted adverbials. Use commas following a reporting clause. Brackets, dashes and commas to indicate parenthesis. Commas for subordinate clauses Commas for clarity Semi colons Colons Dashes Hyphens 	<ul style="list-style-type: none"> 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] <ul style="list-style-type: none"> Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little]. Year 5/6 spelling lists. 	<ul style="list-style-type: none"> Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet point <p>Subjunctive verb form e.g. were/was</p> <ul style="list-style-type: none"> Figurative language- onomatopoeia, hyperbole <p>Co-ordinating- Conjunctions: Co-ordinating-moreover, not only Sub-ordinating- consequently, in spite, subsequently</p> <ul style="list-style-type: none"> Adverbs: <p><u>Time</u>- beforehand <u>Frequency</u>- seldomly, since <u>Manner</u>- courageously, inquisitively <u>Place</u> <u>Degree</u>- thoroughly, virtually <u>Reason</u>- on the account of, the reason for...</p>	<ul style="list-style-type: none"> Maintain fluent, legible and joined handwriting when writing at speed.

	<p>verbs to suggest degrees of possibility</p> <ul style="list-style-type: none"> To write relative clauses within sentences using who, which, where, when, whose and write also omitting the relative pronouns Use a range of cohesive devices to link ideas across paragraphs 				
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Sentence Types (Writer's Toolbox):

Sentence Type Progression Map Years 1-6		
Year Group	Writer's Toolkit Sentence Type	Progression Map reference
1	Simple Sentence	Use capital letters and full stops
2	Simple Sentence Red, White and Blue Sentence Power Sentence	Use capital letters and full stops Commas for lists adjectives/ verbs for description
3	Preposition Sentence Adverb Start sentence	Prepositions for time, place, cause, manner
4	-ed Start Sentence -ing Start sentence W Start Sentence Introduce Explore the Subject Sentence	Prepositions for time, place, cause, manner/ Commas after fronted adverbials Use commas following a clause

5	Secure Explore the Subject Sentence Semi-colon Sentence Em- Dash Sentence	Use commas following a clause/ relative clause/ parenthesis Use semi colon Use dashes to mark parenthesis
6	Consolidate the use of 12 sentence structures.	

Oracy KPIs:

Year 6 Oracy KPIs
<ul style="list-style-type: none"> • Use a range of oral techniques to present a viewpoint in persuasive arguments, debate and engaging narratives and be able to present a counter argument • Participate in whole-class debate using the conventions and language of debate, including Standard English • Use the techniques of dialogic talk to explore ideas, topics or issues • Clearly structure talk, using varied, lively vocabulary, tone, volume and pace to engage a specific audience • Speak fluently, clearly and audibly in formal situations. • Ask questions that challenge and also show how sensitivity to the ideas and views of others has been considered • To show an awareness of group dynamics and adapt/ take action accordingly e.g. re-engage a participant by asking for their viewpoint

Tier 2 Vocabulary: Level 8- Year 6

agile	haggard
apprehend	heritage
articulate	imperative
audacious	melancholy
authority	luminous
bizarre	oblige
clarify	perspective
confiscate	plausible
conventional	proficient
deceptive	acrid
desolate	associate (ing)

disgruntled	revenue
categorise	sublime
elite	trepidation
enhance	turbulent
excruciating	ultimate
flustered	virtuous
gaunt	waded

Core Text:

Key Objectives	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
Teaching from a book	<p>'The Arrival' Shaun Tan</p> 	<p>Poetry 'Flanders Field' John McCrae</p> <p>Stormbreaker</p> 	<p>Rose Blanche Innocenti and Gallaz</p> 	<p>The Wind in the Wall Sally Gardner</p>  <p>The Eye of the Wolf Daniel Pennac</p> 	<p>Moderated writing portfolios</p>	<p>Romeo and Juliet William Shakespeare</p> <p>Compare play to film (need parental permissions to show clips)</p> 

