

Year 6 English Overview

Spelling	Handwriting	Comprehension	Vocabulary, Grammar and Punctuation	Spoken Language	Composition
<p>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.</p> <p>Distinguish between homophones and other words which are often confused English Appendix 1.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Spell most of the year 5 and 6 words correctly English Appendix 1.</p> <p>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.</p> <p>Use a thesaurus with confidence.</p>	<p>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.</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes and by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.</p> <p>Read age-appropriate books, including whole novels, with confidence and fluency.</p> <p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.</p> <p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for his/her views.</p>	<p>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.</p> <p>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. 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.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as consequence, and ellipsis.</p> <p>Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.</p> <p>Use the colon to introduce a list and use of semi-colons within lists.</p> <p>Use bullet points to list information.</p> <p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.</p> <p>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare 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.</p> <p>Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.</p> <p>Ask specific reasoned questions to improve his/her understanding.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing with reasoning.</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary.</p> <p>Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.</p> <p>Pronounce mathematical vocabulary correctly and confidently.</p> <p>Use the whole number system, including saying, reading and writing numbers accurately.</p> <p>Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Draft and write by accurately précising longer passages and by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling errors linked to spelling statements for year 6.</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes,</p>

Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses.

Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.

punctuation of bullet points in lists, use of hyphens.

Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.