Key Learning in English – Year 6

Spoken Language	Reading – word reading	Reading – comprehension
• 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	• Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment* • Use suffixes to understand meanings e.g. *–cious, -tious, -tial, -cial* • Read and understand meaning of words on Y5/6 word list – see bottom • Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin* • Employ dramatic effect to engage listeners whilst reading aloud • Read extensively for pleasure • Skim texts to ascertain the gist • Use a combination of scanning and close reading to locate information • Evaluate texts quickly in order to determine their usefulness or appeal • Understand underlying themes, causes and consequences within whole texts • Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives) • Recognise authors' techniques to influence and manipulate the reader	Maintain positive attitudes to reading and understanding what they read by: • Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction. • Regularly listening to whole novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. • Recognising themes within and across texts e.g. *hope, peace, fortune, survival* • Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in Carrie's War and Goodnight Mr Tom • Comparing texts written in different periods • Analysing the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story* • Independently read longer texts with sustained stamina and interest • Recommending books to their peers with detailed reasons for their opinions • Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions • Learning a wider range of poems by heart • Preparing poems and playscripts to read aloud and perform using dramatic effects Understand what they read by: • Using a reading journal to record on-going reflections and responses to personal reading • Exploring texts in groups and deepening comprehension through discussion • Exploring new vocabulary in context • Demonstrating active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a Group* • Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. *Point + Evidence + Explanation* • Predicting what might happen from information stated and implied • Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text • Scanning for key information e.g. looking for descriptive words associated with a setting • Skimming for gist • Using a combination of skimming, scanning and close reading across a text to locate specific detail • Identifying how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument* • Discuss and evaluate how authors use language including figurative language, considering the impact on the reader • Exploring, recognising and using the terms personification, analogy, style and effect • Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these • Distinguish between statements of fact or opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook* • Participate in discussions about books 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 • Preparing formal presentations individually or in groups • Using notes to support presentation of information • Responding to questions generated by a presentation • Participating in debates on issues related to reading (fiction/non-fiction) • Provide reasoned justifications for their views • Justifying opinions and elaborating by referring to the text e.g. *Point + Evidence + Explanation*

Writing – composition

vocabulary, grammar & punctuation	composition	Writing – transcription	
		spelling	handwriting
• Manipulate sentences to create particular effects • Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility; alternatively, as a consequence* • Use devices to build cohesion between paragraphs in narrative e.g. *in the meantime, meanwhile, in due course, until then* • Use **ellipsis** to link ideas between paragraphs • Identify and use **colons** to introduce a list • Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up.* • Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved* • Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating Shark* • Punctuate **bullet points** consistently • Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request • Identify the **subject** and **object** of a sentence • Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken*	Plan their writing by: • Identifying audience and purpose • Choose appropriate text-form and type for all writing • Selecting the appropriate language and structures • Drawing on similar writing models, reading and research • Using a range of planning approaches e.g. *storyboard, story mountain, discussion group, post-it notes, ICT story planning* Draft and write by: • Selecting *appropriate* vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"* • Using devices to build cohesion • Deviating narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts* • Combining text-types to create hybrid texts e.g. *persuasive speech* • Evaluating, selecting and using a range of organisation and • presentational devices for different purposes and audiences • Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.* • Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader* • Use **active** and **passive** voice to achieve intended effects e.g. *in formal reports, explanations and mystery narrative* Evaluate and edit by: • Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning • Proofreading for grammatical, spelling and punctuation errors Evaluate and improve performances of compositions focusing on: • Intonation and volume • Gesture and movement • Audience engagement	• Be secure with all spelling rules • previously taught • Write increasingly confidently, • accurately and fluently, spelling • with automaticity • Use a number of different • strategies interactively in order to • spell correctly • Develop self-checking and proofchecking strategies • Use independent spelling strategies for spelling unfamiliar words	• Write with increasing speed • Choosing the writing implement that is best suited for a task (e.g. *quick notes, letters*)