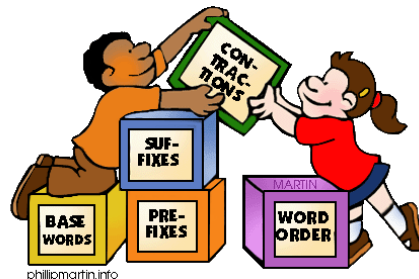


# Year 6

# English



Spelling is  
~~diffecolt~~  
~~challengeng~~  
hard.



# Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

## Word Reading

### Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Spelling objectives, (Also [English Appendix 1](#) in full N.C.), both to read aloud and to understand the meaning of new words that they meet.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

## Comprehension

### Statutory requirements

Pupils should 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 [*such as loss or heroism*].
  - 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

## Statutory requirements

- 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 [*They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.*]
- 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, [*skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this*].
- 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. [Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.]

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

## Writing

Year 6: Detail of content to be introduced (statutory requirement)		Support material
<b>Word</b>	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. <i>find out – discover; ask for – request; go in – enter</i> ]	GfW Y5 Unit 33 Standard English GfW Y6 Unit 49 Official language
	How words are related by meaning as synonyms and antonyms [e.g. <i>big, large, little</i> ]. <i>Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved</i>	SfS Y3 Term 3(ii) SfS Y5 Term 2 (ii)
<b>Sentence</b>	<i>Identify the subject and object of a sentence</i>	GfW Y6 Unit 44 Word classes
	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ].	GfW Y6 Unit 45 Active and Passive GfW Y6 Unit 48 Active and Passive
	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [e.g. the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]	GfW Y5 Unit 41 difference between spoken and written language
	<i>Manipulate sentences to create particular effects</i>	GfW Y4 Unit 32 using adverb(s/ials) to persuade GfW Y6 Unit 50 Contracting sentences GfW Y6 Unit 51 Conditionals
<b>Text</b>	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b>	GfW Y4 Unit 32 using adverb(s/ials) to persuade EEBi Y5 Unit 10 Adverbials EEBi Y6 Unit 12 Adverbial Clauses GfW Y6 Unit 52 Structuring paragraphs
	<i>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,</i>	GfW Y4 Unit 32 using adverb(s/ials) to persuade GfW Y6 Unit 46 cohesion GfW Y6 Unit 47 cohesion

	<i>alternatively, as a consequence</i>	GfW Y6 Unit 52 Structuring paragraphs GfW Y6 Unit 53 Language conventions for diff text types
	<i>Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then</i>	GfW Y6 Unit 46 cohesion GfW Y6 Unit 47 cohesion GfW Y6 Unit 52 Structuring paragraphs
	Layout devices, [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]	GfW Y6 Unit 53 Layout of text
<b>Punctuation</b>	Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [e.g. <i>It's raining; I'm fed up</i> ]	GfW Y5 Unit 34 Punctuation to aid meaning GfW Y6 Unit 47 cohesion through punctuation
	Use of the colon to introduce a list and the use of semicolons within lists	GfW Y5 Unit 34 Punctuation to aid meaning GfW Y6 Unit 47 cohesion through punctuation
	<b>Punctuation</b> of bullet points to list information <i>Punctuate bullet points consistently</i>	GfW Y5 Unit 41 Bullet points GfW Y6 Unit 42 Bullet points
	How hyphens can be used to avoid ambiguity [e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>recover</i> ]	GfW Y5 Unit 34 Punctuation to aid meaning
<b>Terminology for pupils</b>	<ul style="list-style-type: none"> <li>Use and understand the following grammatical terminology accurately and appropriately when discussing their writing and reading.</li> </ul> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	
<b>Alan Peat sentences</b>	De: De sentences Adjective, same Adjective sentences 3 bad – hyphen question sentences Some; others sentences Irony sentences Tell: Show3; examples sentences Name – adjective pair – sentences Subject – 3 examples – are all sentences	

	<p>When ___; when ___; when ___, then ___ . Sentences</p> <p>Eds and Ings sentences</p> <p>Trailing off... sentences</p> <p>So... sentences</p> <p>Emotion – consequence sentences</p> <p>The question is: sentences</p>
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## Writing – Transcription

### Statutory requirements

Pupils should be taught to:

- 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 Composition

### Statutory requirements

Pupils should 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

### Statutory requirements

- 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.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.

Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

### Handwriting

#### Statutory requirements

Pupils should 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 letters
  - choosing the writing implement that is best suited for a task.

They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.

They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

## Spelling

Content from Appendix 1: Spelling. Years 6	<i>Read Write Inc. Spelling</i>	<b>Example words (non-statutory)</b>
Words ending in –ably and –ibly.	Year 6 Unit 10 Words ending in <b>-ible</b> and <b>-able</b>	
Adding suffixes beginning with vowel letters to words ending in –fer.	Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i>	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen.	Year 6 Special focus 9 Hyphens	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c.	Year 6 Unit 9 The spellings <b>ei</b> and <b>ie</b>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough.	Year 6 Special focus 1 Words containing the letter-string <b>ough</b>	
Words with ‘silent’ letters.	Year 6 Unit 8 Silent letters <i>(silent k, g, l, n)</i>	
Homophones.	Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused	
Years 5 and 6 word list.	Year 6 Special focus 2 (Orange words) Year 6 Special focus 4 (Orange words) Year 6 Special focus 5 (Orange words) Year 6 Special focus 7 (Orange words) Year 6 Special focus 8 (Orange words) Year 6 Special focus 11 (Orange words)  Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a variety of activities, such as Jumping orange words, Dictation and Words to log and learn.	

## Word list for year 6 (all the words not highlighted)

accommodate	criticise (critic +	immediate(ly)	relevant
accompany	ise)	individual	restaurant
according	curiosity	interfere	rhyme
achieve	definite	interrupt	rhythm
aggressive	desperate	language leisure	sacrifice
amateur	determined	lightning	secretary
ancient	develop	marvellous	shoulder
apparent	dictionary	mischievous	signature
appreciate	disastrous	muscle	sincere(ly)
attached	embarrass	necessary	soldier stomach
available	environment	neighbour	sufficient
average	equip (–ped, –	nuisance	suggest symbol
awkward	ment) especially	occupy	system
bargain bruise	exaggerate	occur	temperature
category	excellent	opportunity	thorough
cemetery	existence	parliament	twelfth
committee	explanation	persuade	variety
communicate	familiar	physical	vegetable
community	foreign	prejudice	vehicle
competition	forty	privilege	yacht
conscience*	frequently	profession	
conscious*	government	programme	
controversy	guarantee	pronunciation	
convenience	harass	queue	
correspond	hindrance	recognise	
	identity	recommend	

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidelines for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

### Examples:

☞ *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.

☞ The word *desperate*, meaning ‘without hope’, is often pronounced in English as *desp’rate*, but the *–sper-* part comes from the Latin *spero*, meaning ‘I hope’, in which the *e* was clearly sounded.

☞ *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

## Spoken language

### Statutory requirements

Pupils should 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.

### Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to

### **Statutory requirements**

improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

## Key Skills in Speaking and Listening

Year Group	Speaking	Listening	Group Discussion and Interaction	Drama
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Use a range of oral techniques to present persuasive arguments and engaging narratives</li> <li>• Participate in whole-class debate using the conventions and language of debate, including standard English</li> <li>• Use the techniques of dialogic talk to explore ideas, topics or issues</li> </ul>	<ul style="list-style-type: none"> <li>• Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose</li> <li>• Analyse and evaluate how speakers present points effectively through use of language and gesture</li> <li>• Listen for language variation in formal and informal contexts</li> <li>• Identify the ways spoken language varies according to differences in the context and purpose of its use</li> </ul>	<ul style="list-style-type: none"> <li>• Consider examples of conflict and resolution, exploring the language used</li> <li>• Understand and use a variety of ways to criticise constructively and respond to criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires</li> <li>• Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension</li> <li>• Devise a performance considering how to adapt the performance for a specific audience</li> </ul>