

## Year 6 English Coverage:

The skills we will work on throughout Year 6 come from the National Curriculum:

### Reading

- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increase 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
- Recommend books that they have read to their peers, giving reasons for their choices
- Identify and discuss themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Learn a wider range of poetry by heart
- 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
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas
- Identify 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 and record information from non-fiction
- Participate in discussion about books
- Explain and discuss their understanding of what they have read, including through formal presentations and debates,
- maintain a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

### Writing

- Use further prefixes and suffixes
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus
- Write legibly, fluently and with increasing speed
- Identify the audience for and purpose of the writing, select the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research
- Consider how authors have developed characters and settings

- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Use a wide range of devices to build cohesion within and across paragraphs
- Use organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Assess the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure 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
- Develop their understanding Grammar, Vocabulary and Punctuation by: recognising vocabulary and structures that are
  - appropriate for formal speech and writing, including subjunctive forms
  - Use passive verbs to affect the presentation of information in a sentence
  - Use the perfect form of verbs to mark relationships of time and cause
  - Use expanded noun phrases to convey complicated information concisely
  - Use modal verbs or adverbs to indicate degrees of possibility
  - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - Use commas to clarify meaning or avoid ambiguity in writing
  - use hyphens to avoid ambiguity
  - Use brackets, dashes or commas to indicate parenthesis
  - Use semi-colons, colons or dashes to mark boundaries between independent clauses
  - Use a colon to introduce a list
  - Punctuate bullet points consistently
  - Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading