

## Year 6~ 2014 National Curriculum for English ~ Programme of Study

<p><b>READING-Word Reading</b>          *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p><b>WRITING- Spelling &amp; Transcription</b></p> <ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
<p><b>Comprehension</b>          *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          *making comparisons within and across books          *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          *identifying and discussing themes and conventions in and across a wide range of writing          *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          * 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          *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas          *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          *identifying 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, record and present information from non-fiction          *recommending books that they have read to their peers, giving reasons for their choices          *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, *provide reasoned justifications for their views</p>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> </ul>
<p><b>Grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>use a thesaurus</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>differences in informal and formal language</li> <li>synonyms &amp; Antonyms</li> <li>further cohesive devices such as grammatical connections and adverbials</li> </ul>	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> <li>use of ellipsis</li> <li>using hyphens to avoid ambiguity</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list punctuating bullet points consistently</li> </ul> </div>

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English Modules - Year 6											
	Term 1			Term 2		Term 3					
<b>Narrative</b>	<b>Fiction Genres</b>			<b>Extended Narrative</b> e.g. creating settings, characterisation, atmosphere, flashbacks		<i>Topic Big Writing Curriculum</i>	<i>Topic Big Writing Curriculum</i>	<i>Topic Big Writing Curriculum</i>			
Suggested final written outcome	A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)			A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique					<i>Focus on Study Skills</i>	<i>Assessment Week</i>	<b>Topic Writing Authors and Texts</b>
<b>Non-fiction</b>	<b>Explanation</b>	<b>Recounts</b>	<b>Report</b>	<b>Persuasion</b>	<b>Discussion</b>						<b>Debating skills Argument</b>
Suggested final written outcome	<i>Links to science PoS</i> 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report or newspaper	Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints				A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views		
<b>Poetry</b>	<b>Vocabulary building</b>			<b>Finding a Voice</b>	<b>Structure monologues</b>				<b>Take one poet - Poetry appreciation</b>		
Suggested outcome	Read, write and perform free verse			Read, write and perform free verse	Read and respond				Research a particular poet. Personal responses to poetry Recite familiar poems by heart		