



## Primary Stage 6 English for Year 6

### Phonics, spelling and vocabulary

- Learn word endings with different spellings but the same pronunciation, e.g. *-tion, -cian, -sion, -ssion; -ance, -ence*.
- Confirm correct choices when representing consonants, e.g. 'ck'/'k'/'ke'/'que'/'ch'; 'ch'/'tch'; 'j'/'dj'/'dje'.
- Continue to learn words, apply patterns and improve accuracy in spelling.
- Further investigate spelling rules and exceptions, including representing unstressed vowels.
- Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. *im, in, ir, il; ad, ap, af, al* and knowing when to use double consonants.
- Know how to transform meaning with prefixes and suffixes.
- Investigate meanings and spellings of connectives.
- Explore definitions and shades of meaning and use new words in context.
- Explore word origins and derivations and the use of words from other languages.
- Understand changes over time in words and expressions and their use.
- Explore proverbs, sayings and figurative expressions.

### Grammar and punctuation

#### Reading

- Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets.
- Revise different word classes.
- Investigate the use of conditionals, e.g. to express possibility.
- Begin to show awareness of the impact of writers' choices of sentence length and structure.
- Revise language conventions and grammatical features of different types of text.
- Explore use of active and passive verbs within a sentence.
- Understand the conventions of standard English usage in different forms of writing.
- Distinguish the main clause and other clauses in a complex sentence.

#### Writing

- Punctuate speech and use apostrophes accurately.
- Use a wider range of connectives to clarify relationships between ideas, e.g. *however, therefore, although*.
- Use connectives to structure an argument or discussion.
- Develop grammatical control of complex sentences, manipulating them for effect.
- Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.

### Reading

*The following genres and text types are recommended at Stage 6:*

*Fiction: various genres including science fiction, extended narratives, stories with flashbacks, poetry and plays including imagery.*

*Non-fiction: instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, formal and impersonal writing.*

#### Fiction and poetry

- Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.



- Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.
- Look for implicit meanings, and make plausible inferences based on more than one point in the text.
- Understand aspects of narrative structure, e.g. the handling of time.
- Analyse the success of writing in evoking particular moods, e.g. suspense.
- Paraphrase explicit meanings based on information at more than one point in the text.
- Comment on writer's use of language, demonstrating awareness of its impact on the reader.
- Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.
- Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.
- Discuss and express preferences in terms of language, style and themes.
- Articulate personal responses to reading, with close reference to the text.
- Explore how poets manipulate and play with words and their sounds.
- Read and interpret poems in which meanings are implied or multi-layered.

### **Non-fiction**

- Analyse how paragraphs and chapters are structured and linked.
- Recognise key characteristics of a range of non-fiction text types.
- Explore autobiography and biography, and first and third person narration.
- Identify features of balanced written arguments.
- Compare the language, style and impact of a range of non-fiction writing.
- Distinguish between fact and opinion in a range of texts and other media.

## **Writing**

### **Fiction**

- Plan plot, characters and structure effectively in writing an extended story.
- Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning.
- Establish and maintain a clear viewpoint, with some elaboration of personal voice.
- Use different genres as models for writing.
- Use paragraphs, sequencing and linking them appropriately to support overall development of the text.
- Use a range of devices to support cohesion within paragraphs.
- Develop some imaginative detail through careful use of vocabulary and style.

### **Non-fiction**

- Use the styles and conventions of journalism to write reports on events.
- Adapt the conventions of the text type for a particular purpose.
- Select appropriate non-fiction style and form to suit specific purposes.
- Write non-chronological reports linked to work in other subjects.
- Develop skills of writing biography and autobiography in role.
- Argue a case in writing, developing points logically and convincingly.
- Write a balanced report of a controversial issue.
- Summarise a passage, chapter or text in a given number of words.

### **Presentation**

- Use ICT effectively to prepare and present writing for publication.



## **Speaking and listening**

- Express and explain ideas clearly, making meaning explicit.
- Use spoken language well to persuade, instruct or make a case, e.g. in a debate.
- Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.
- Structure talk to aid a listener's understanding and engagement.
- Speak confidently in formal and informal contexts.
- Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.
- Help to move group discussion forward, e.g. by clarifying, summarising.
- Prepare, practise and improve a spoken presentation or performance.
- Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.
- Reflect on variations in speech, and appropriate use of standard English.