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| **Expected by the end of KS2: Year 6** | **Spoken Language** Listen and respond appropriately to adults and their peersAsk relevant questions to extend their understanding and knowledgeUse relevant strategies to build their vocabularyArticulate and justify answers, arguments and opinionsGive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsmaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsUse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasspeak audibly and fluently with an increasing command of Standard Englishparticipate in discussions, presentations, performances, role play, improvisations and debatesGain, maintain and monitor the interest of the listener(s)Consider and evaluate different viewpoints, attending to and building on the contributions of othersSelect and use appropriate registers for effective communication. | * **Writing: Handwriting**

**English Progression Map****Learning Journey Year 6*** Write legibly, fluently and with increasing speed
* Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
* Choose the writing implement that is best suited for the task
* Presentation of work should be consistently of a high standard
 | **Reading: Comprehension****To encourage positive attitudes to reading children should:**Read and discuss a range of fiction, poetry, plays, non-fiction and reference or text books to support other areas (more complex, whole books where possible)Read books that are structured in different ways and reading for a range of purposes (Fiction and Non-fiction)Increase familiarity with a wide range of books such as modern fiction, books from our literary heritage and books from other cultures and traditions and know their featuresRecommend books to friends, giving reasons for choices (book reviews)Identify and discuss themes and conventions in a wide range of writing, for example, loss/heroism, use of the first person in diaries and auto-biographiesCompare different versions of texts, characters, themes and settings, explaining the differences and similaritiesLearn a range of poetry by heart, such as, Narrative verse, Haiku, Sonnet, BalladPrepare poems and play scripts to read aloud and to perform, showing understanding through use of intonation, tone and volume so that the meaning is clear to the audience (use of DEAL drama)Check that the book makes sense, discussing understanding and exploring the meaning of words in contextAsk questions to improve understanding**Children need to understand what they have read so must:**Make inferences such as, inferring character’s feelings, thoughts and motives from their actions, justify inferences with evidenceMake considered predictions from details stated and impliedSummarise main ideas from more than one paragraph, identifying key details that support the main ideasIdentify and comment on how writers use vocabulary, structure, grammatical features and presentation for effect such as, precise vocabulary for clarity, short sentences to build up tension, adverbials to give detail, sub-headingsDiscuss and evaluate how authors use language, including figurative language, considering the impact on the readerLearn the technical terms for figurative language such as, metaphor, simile, personification, analogy, imagery, style and effectDistinguish between statements of fact and opinionRetrieve, record and present information from non-fiction using skimming, scanning and text marking to identify key information in a text then make notes These skills should be applied (in reading history, geography and science textbooks, reading information leaflets or theatre programmes etc)Participate in discussions about books, building on own ideas and those of others’, challenging views in a considerate wayExplain and discuss understanding of what has been read, giving personal views and reasons why they have been formedRefer back to the text to support opinions, providing evidencePupils should use the skills they have learnt earlier and continue to apply them to read for different reasons. Eg, through reading for pleasure, or to find out information and meaning of new words |
| **Writing: Vocabulary, Punctuation and Grammar**Recognise vocabulary and structures that are appropriate for formal speech and writing (find out-discover; ask for – request; go in – enter) Understand the difference between structures typical of informal speech and formal speech and writing (for example, the use of question tags: He’s your friend, isn’t he? or the subjunctive form: If I were…, or Were they to come… in very formal speech)Understand how words are related by meaning as synonyms and antonyms (big, large, little – use of clines)Understand and use the terms subject, object, synonym and antonym correctlyUnderstand the difference between active and passive verbs to affect the presentation of information in a sentence (I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)Use the perfect forms of verbs to mark relationships of time and cause Use expanded noun phrases to add detail to sentences and convey complicated information conciselyUse modal verbs or adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, were, where, when, whose, that or with an implied (i.e. omitted) relative pronounLearn the grammar for years 5 and 6 in English Appendix 2Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguous meaningsChoose precise, rich vocabulary to engage the reader and have an impact Begin sentences in a variety of ways: adverbials, conjunctions, ing, edUse brackets, dashes or commas to show parenthesis Use semi-colons or dashes to mark boundaries between clauses Use a colon to introduce a list and semi-colons within a listUse bullet points to list informationUse an ellipsis to show a word or words removed from a quote; to create suspense by adding a pause before the end of the sentence or to show a thought trailing offKnow the different types of determiners and use correctly in own writing | **Reading: Word Recognition** Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar wordsUse knowledge of phonemes and word derivations to pronounce words correctly, for example, arachnophobiaUse prior knowledge of similar looking words to attempt correct pronunciation of unfamiliar wordsEnsure all letters in a word are considered when reading itRead fluently, using punctuation to inform meaning  |
| **Writing: Composition****When planning and drafting their writing children should:*** Think aloud to generate ideas
* Identify the audience and purpose of the writing
* Choose the appropriate form for the audience and purpose of the writing across the curriculum
* Use similar writing as models for own writing
* Note and develop initial ideas logically, drawing on reading or research where necessary
* Consider how authors have developed characters/settings in narrative texts that have been read, listened to, or seen performed
* Select appropriate grammar and rich vocabulary, beginning to understand how such changes can make meaning clearer or can change the meaning
* In narratives, describe settings, characters, and atmosphere
* Include dialogue to express character and advance action
* (The speech of a character should cause any action in the story to move forward, or uncover relevant plot information)
* Summarise a text, giving key information (précising longer passages)
* Use a range of devices to build cohesion within and across paragraphs: time conjunctions, subordinating and co-ordinating conjunctions; adverbials; correct tense; developed noun phrases and
* varied pronouns (a chain of reference)
* Use a wide range of devices to organise and present texts which help to guide the reader (headings, sub-headings, bullet points and under-lining, numbering, fact boxes, pictures, diagrams and captions)

**In order to evaluate and edit writing children must:*** Assess the effectiveness of their own and others’ writing
* Re-read own writing to check that the meaning is clear
* Suggest changes to vocabulary, grammar and punctuation to enhance effects and make meaning clear
* Ensure the correct and consistent use of tense
* Ensure correct subject and verb agreement when using singular and plural
* Distinguish between the formal and informal spoken and written forms, using them in the correct context in writing
* Proof-read for spelling and punctuation errors
* Perform own compositions, attempting to use appropriate intonation, volume, and movement so that meaning is clear
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|  | **Writing: Spelling*** Use prefixes and suffixes, understanding how they affect root words, for example, convert verbs into nouns by adding suffixes such as ‘tion’ and ‘ure’
* Spell words with silent letters such as, knight, psalm, solemn
* Continue to distinguish between homophones and other words which are often confused
* Spell identified misspelt words from the Year 5 and 6 word list
* Understand that the spelling of some words needs to be learnt specifically as they do not follow the rules
* Use the first 3 or 4 letters of a word to check its spelling and meaning in a dictionary
* Use a thesaurus
* Use a range of spelling strategies

**Specific Foci**Statutory Spelling WordsChallenge WordsWords with the short vowel sound /i/ spelled with a yWords with the long vowel sound /i/ spelled with a yAdding the prefix ‘-over’ to verbsConvert nouns or verbs into adjectives using suffix ‘-ful.’ Words which can be nouns and verbs. Words with an /o/ sound spelled ‘ou’ or ‘ow.’ Words with a ‘soft c’ spelled /ce/Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – oppositeWords with the /f/ sound spelled phWords with origins in other countriesWords with unstressed vowel sounds Words with endings /shuhl/ after a vowel letterWords with endings /shuhl/ after a consonant letterWords with the common letter string ’acc’ at the beginning of words Words ending in ’-ably.’ Spelling Rules: Words ending in ’-ible’Adding the suffix ‘-ibly’ to create an adverbChanging ‘-ent’ to ‘–ence.’ -er, -or, -ar at the end of wordsAdverbs synonymous with determinationAdjectives to describe settingsVocabulary to describe feelingsAdjectives to describe characterGrammar VocabularyMathematical Vocabulary |  |