Year 6 English Curriculum Coverage

Statutory Curriculum				
Reading	**Writing**	**Grammar**	**Punctuation**	**Terminology**
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 continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books read books that are structured in different ways and read for a range of purposes 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 justifying inferences with evidence	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[for example, then, after that, this, firstly] using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms e.g, big, large, little Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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predict what might happen from details stated and implied summarise the main ideas drawn from more than 1 paragraph, identifying 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, record and present information from non-fiction 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	evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and 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 proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]		

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Spellings	Genres	Texts
Endings which sound like /ʃəl/ –cial is common after a vowel letter and –tial after a consonant letter (official, partial) Words ending in –ant, –ance/–ancy, –ent, –ence/–ency (observant, hesitancy innocent, independence) Words ending in –able and –ible (adorable/adorable, forcible, legible) Adding suffixes beginning with vowel letters to words ending in –fer (referring, preferring, referee) Use of the hyphen (co-ordinate, re-enter) Words with the /i:/ sound spelt ei after c (deceive, conceive, receive) Homophones and other words that are often confused (aloud: out loud, allowed: permitted) **Common Exception Words** accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht		

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Spoken Language

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