



Lowerhouse Junior School

Key Learning in English – Year 6



Word Reading

As above and:

- Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment*.
- Use suffixes to understand meanings e.g. *-cious, -tious, -tial, -cial*.
- Read and understand meaning of words on Y5/6 word list – see bottom.
- Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin*.
- Employ dramatic effect to engage listeners whilst reading aloud.
- Read extensively for pleasure.
- Skim texts to ascertain the gist.
- Use a combination of scanning and close reading to locate information.

As above and:

- Evaluate texts quickly in order to determine their usefulness or appeal.
- Understand underlying themes, causes and consequences within whole texts.
- Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).
- Recognise authors' techniques to influence and manipulate the reader.

Comprehension

As above and:

Maintain positive attitudes to reading and understanding what they read by:

- Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.
- Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Recognising themes within and across texts e.g. *hope, peace, fortune, survival*.
- Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in *Carrie's War* and *Goodnight Mr Tom*.
- Comparing texts written in different periods.
- Analysing the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story*.
- Independently read longer texts with sustained stamina and interest.
- Recommending books to their peers with detailed reasons for their opinions.
- Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.
- Learning a wider range of poems by heart.
- Preparing poems and playscripts to read aloud and perform using dramatic effects.

Understand what they read by:

- Using a reading journal to record on-going reflections and responses to personal reading.
- Exploring texts in groups and deepening comprehension through discussion.
- Exploring new vocabulary in context.
- Demonstrating active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group*.
- Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. *Point;Evidence;Explanation*.
- Predicting what might happen from information stated and implied.
- Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text.
- Scanning for key information e.g. looking for descriptive words associated with a setting.
- Skimming for gist.
- Using a combination of skimming, scanning and close reading across a text to locate specific detail.
- Identifying how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument*.

Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:

- Exploring, recognising and using the terms personification, analogy, style and effect.

- Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.

Distinguish between statements of fact or opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.*

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, maintaining a focus on the topic and using notes where necessary by:

- Preparing formal presentations individually or in groups.
- Using notes to support presentation of information.
- Responding to questions generated by a presentation.
- Participating in debates on issues related to reading (fiction/non-fiction).

Provide reasoned justifications for their views

- Justifying opinions and elaborating by referring to the text e.g. *Point;Evidence;Explanation*

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Manipulate sentences to create particular effects. ▪ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i> ▪ Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i> ▪ Use ellipsis to link ideas between paragraphs. ▪ Identify and use colons to introduce a list. ▪ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ Identifying audience and purpose. ▪ Choose appropriate text-form and type for all writing. ▪ Selecting the appropriate language and structures. ▪ Drawing on similar writing models, reading and research. ▪ Using a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> <p>Draft and write by:</p> <p>Selecting <u>appropriate</u> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p>	<p>(see also the Lancashire Supporting Spelling document for further detail and advice)</p> <p>As above and:</p> <ul style="list-style-type: none"> ▪ Be secure with all spelling rules previously taught. ▪ Write increasingly confidently, accurately and fluently, spelling with automaticity. ▪ Use a number of different strategies interactively in order to spell correctly. ▪ Develop self-checking and proof-checking strategies. ▪ Use independent spelling strategies for spelling unfamiliar words. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Write with increasing speed. <p>Choosing the writing implement that is best suited for a task (e.g. <i>quick notes, letters</i>).</p>

- Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.*
- Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark.*
- Punctuate **bullet points** consistently
- Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request.
- Identify the **subject** and **object** of a sentence.
- Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.*

- Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"*
- Using devices to build cohesion.
- Deviating narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.*
- Combining text-types to create hybrid texts e.g. *persuasive speech.*
- Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences.
- Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*

- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*
- Use **active** and **passive** voice to achieve intended effects e.g. *in formal reports, explanations and mystery narrative.*

Evaluate and edit by:

- Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Proofreading for grammatical, spelling and punctuation errors.

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above in Yr3 and Yr4 and:</p> <ul style="list-style-type: none"> - Listen and evaluate how spoken language varies in different contexts according to purpose and audience, e.g. in a football commentary, a documentary programme, journalistic reporting, magazine shows etc. - Listen and identify how intonation and expression affects meaning, e.g. when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc. - Listen and evaluate viewpoints from adults and peers, e.g. identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum. 	<p>As above in Yr3 and Yr4 and:</p> <ul style="list-style-type: none"> - Discuss and analyse how spoken language is used within different contexts according to purpose and audience, e.g. in a football commentary, a documentary programme, journalistic reporting, magazine shows etc. - Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers. - Ask a range of appropriate questions to clarify and refine thinking. - Participate in discussions and debates building on their own and others' ideas, challenging views courteously. - Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', e.g. How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two? - Speak audibly and fluently, maintaining the attention of others. 	<p>As above in Yr3 and Yr4 and:</p> <ul style="list-style-type: none"> - Use correct Standard English when speaking in formal contexts. - Select and use appropriate registers for effective communication in a range of contexts. - Use cohesive devices during talk to organise ideas, using speaking frames to support, e.g. - First of all, ... - In addition to... - On the other hand, ... - Similarly, ... 	<p>As above in Yr3 and Yr4 and:</p> <ul style="list-style-type: none"> - Introduce, explore and evaluate new vocabulary orally, e.g. authors choice of language in texts, tier 3 vocabulary etc. - Explore settings and characters orally, and following modelling, select precise vocabulary to create well-structured descriptions. - Express feelings orally and following modelling, use precise vocabulary to articulate an opinion, e.g. linked to PSHE or English. 	<p>As above in Yr3 and Yr4 and:</p> <ul style="list-style-type: none"> - Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to present to an audience. - Prepare oral retellings of non-fiction texts / sections of non-fiction texts (or innovated / invented versions) in order to present to an audience. - Participate in role in English and across the curriculum, e.g. paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a magazine-style show etc. - Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience. - Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.