

Year Six

Skills Coverage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Set Text						
Purpose/Outcome						
Fiction Genre						
Non-fiction Genre						
Genre re-visited <i>(opportunity for writing across the curriculum)</i>						
Vocabulary <i>(Tier 1)</i>						
Vocabulary <i>(Tier 2)</i>						
Vocabulary <i>(Tier 3)</i>						
	Writing skills			Reading skills		
Age related expectations	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Use expanded noun phrases across their writing to convey complicated information precisely Use verb tenses consistently and accurately Use formal and informal question tags Use passive voice to create empathy or suspense (within IF criteria bullet points 1 and 4) Use passive voice to create a formal tone (within IF criteria bullet points 1 and 4) Use semi colons to mark independent clauses 			Oral	Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela) Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues	

<ul style="list-style-type: none"> • Use dialogue to convey character and advance the action • Develop settings, characters and atmosphere in detail • Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause • (within IF criteria bullet points 1, 4 and 5) • Manipulate and control the use of narrative language features • (within IF criteria bullet points 1, 2, 3 and 4) • Use the range of punctuation taught at KS2 mostly correctly • Use a range of figurative language • (within IF criteria bullet points 1 and 4) • Manipulate and control the use of non-fiction language features • (within IF criteria bullet points 1 and 4) • Manipulate and control the use of organisational features • (within IF criteria bullet points 1, 4 and 5) • Use a range of devices to build cohesion within and between paragraphs • Use a dictionary and thesaurus effectively • Evaluate their writing through discussion and make improvements • through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations • Proof-read and edit their writing • Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear 	<p>Grammar</p>	<p>Explore the meaning of words in different contexts within fiction and nonfiction e.g. flexible means he was prepared to compromise/means it was bendy</p> <p>Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact</p> <p>Use age appropriate dictionaries and thesauri to check the meanings of words</p>
	<p>Response</p>	<p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>Explain and extend their own views and challenge those of others</p> <p>Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty, perseverance</p> <p>Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)</p> <p>Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villains often lose</p> <p>Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told</p> <p>Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument</p>

	<ul style="list-style-type: none"> • Spell most words from the Year 5/6 word list and use these accurately in their writing • Meet the Y6 spelling expectations in the National Curriculum • Use legible, joined writing consistently when writing at speed • Use colons to mark independent clauses 	<p>Organisation & research</p>	<p>Summarise ideas, events and information throughout a text and across texts (about a common topic)</p> <p>Explain their thinking through making reference to key details and comparisons</p> <p>Independently devise key questions and identify themes to research e.g. racism, slavery</p> <p>Use skimming and scanning to locate information selectively and precisely across a range of sources</p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories</p> <p>Distinguish between fact, opinion and bias</p> <p>Make notes from several sources to gather information</p> <p>Make choices about the most efficient techniques to make notes</p> <p>Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research</p> <p>Use notes to support presentations and debates</p>
		<p>Word reading</p>	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud</p>
		<p>Range</p>	<p>Read a wide range of modern fiction, fiction from our literary heritage and from other cultures and traditions, non-fiction and different forms of poetry</p>
<p>Greater Depth of Study</p>	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing 		<ul style="list-style-type: none"> • I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation) • I can adapt my own opinion in the light of further reading or others' ideas.

	<ul style="list-style-type: none"> • Distinguish between the language of speech and writing and choose the appropriate register • Demonstrate an assured and conscious control over levels of formality • Use the full range of punctuation taught at KS2 correctly • Use punctuation to avoid ambiguity or enhance meaning • Write effectively for a range of purposes and audiences • Manipulate the language and grammar taught within Y6 in a range of independent writing, drawing on their own reading • Consistently use editing and revising strategies to improve the quality and accuracy of their writing • Consistently use vocabulary from across the curriculum in their writing • Consistently apply Y6 spelling expectations across their writing 	<ul style="list-style-type: none"> • I can identify formal and informal language. • I know the features of different narrative text types, for example, adventure, fantasy, myths. • I can compare texts by the same writer. • I can compare texts by different writers on the same topic. • I can summarise key information from different texts. • I can empathise with different characters' points of view. • I can infer meaning using evidence from the text and wider reading and personal experience. • I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader. • I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning. • I know how the way a text is organised supports the purpose of the writing. • I can use scanning and text marking to find and identify key information.
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Interim Framework	WTS (Working towards) <ul style="list-style-type: none"> • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • spell correctly most words from the year 3 / year 4 spelling list, and some 	WA (Working at) <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. 1st person in a diary; direct address in instructions & persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. contracted forms in dialogues; passive verbs to 	GD (Greater depth) The pupil can: <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • distinguish between the language of speech and writing³ and choose the appropriate register • exercise an assured and conscious control over levels of formality,
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<p>words from the year 5 / year 6 spelling list</p> <ul style="list-style-type: none"> • write legibly. 	<p>affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <ul style="list-style-type: none"> • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed. 	<p>particularly through manipulating grammar and vocabulary to achieve this</p> <ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. <p>[There are no additional statements for spelling or handwriting]</p>
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