

# Year Six

Spelling / phonics	To ensure children understand and apply their knowledge of spelling patterns, word roots, suffixes, prefixes , and where the words come from.(e.g. <i>tele</i> relates to from afar)
	To spell some words with 'silent' letters, e.g. knight, psalm, solemn
	To understand how words are related by meaning as synonyms and antonyms.
	To spell further homophones and words that are often confused, (e. g. advise/ advice, practice/ practise, wary/weary, steel, steal, stationary/stationery, dessert/ desert...see new National Curriculum 2014)
	To begin to spell all words in word list for years 5 and 6 ( see appendix in National Curriculum 2014)
	To use a dictionary to check the spelling and meaning of a word.
Handwriting	To write legibly, fluently and with increasing speed Regular handwriting practise with focus on increasing speed.
Sentence construction	To form complex sentences through, e.g. using different connecting devices.
	To use expanded noun phrases to convey complicated information concisely (e.g. An overgrown garden, with litter scattered everywhere, took the girl by surprise. The fact that it was raining meant the end of sports day. The boy that jumped over the fence is over there.
	To use the passive to affect the presentation of information within a sentence e.g. I broke the window in the greenhouse; the window in the green house was broken (by me).
	To use a variety of sentence length, structure and subject to provide clarity and emphasis.
	To ensure Standard English is applied rather than local spoken forms. ( e.g. we were not we was)
Sentence types to be taught	<ul style="list-style-type: none"> <li>• Irony sentences</li> <li>• Outside (inside) sentences</li> <li>• <b>Revise and embed all previous sentence types.</b></li> </ul>
Punctuation	To secure knowledge and understanding of more sophisticated punctuation marks: colon, semi-colon, parenthetic commas, dashes, brackets, hyphens.
	To use 'hand' connectives to link one sentence to another or one paragraph to another with accuracy across a range of text types. ( however, although, nevertheless, despite, subsequently)
	To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. use of adverbials such as on the other hand, in contrast, as a consequence), and ellipses.
	To assess the effectiveness of their own and others' writing
	To draft work with confidence and precision enhancing effect and clarity.

	Topic	Examples	Terminology	Importance
Key Grammar principles to be taught	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence	High (This is essential for end of Y6)
	Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.	Help children use punctuation correctly: Full stops, question marks for questions and exclamation marks for exclamations. Speech marks for dialogue, with capital letters and full stops or exclamation/question marks as appropriate. commas for pauses within sentences.	Full stop Comma Exclamation mark Question mark	High (This is essential for end of Y6)
	Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.	Consolidate children's use of description to enable them to express themselves in interesting ways.	Noun Adjective Verb Adverb Phrase Preposition	High (This is essential for end of Y6)
	Use expanded noun phrases to convey complicated information concisely	<i>The blue and white salts left in the basin can be placed in a jar for safe-keeping.</i> <i>The herd of deer we saw earlier have returned to the hillside.</i> (A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)	Noun Phrase	Medium
	Use semi-colons or dashes	Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to indicate a further thought. <i>The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive.</i> <i>Simon absolutely refused to apologise - he was convinced he had done nothing wrong.</i>	Semi-colon Dash	Low (at this stage)

	Distinguish between informal and formal vocabulary and sentence structures (?incl. subjunctive?)	Encourage chn to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing. E.g. <i>He really gave that his best shot <u>didn't he?</u></i> [Informal speech structure] <i>She is really not going to change her mind, <u>is she?</u></i> [Informal speech structure] <i><u>If I were you</u>, I would go and say sorry to Jimmy.</i> [Subjunctive] <i><u>If the planet were to warm</u> more than 3<sup>o</sup>, scientists think that much of the UK would be under the sea.</i> [Subjunctive]		Low (at this stage)
	Use bullet points and punctuate correctly Use colons and semi-colons in punctuating bullet points	Encourage children to use bullet points in non-fiction writing. New playground rules: <ul style="list-style-type: none"> <li>• No running in the quiet area;</li> <li>• No football except on the pitch</li> <li>• Hoops, skipping ropes and Frisbees to be returned to the big basket; and</li> <li>• No food in the sitting area.</li> </ul>	Bullet points Semi-colon Colon	Low (at this stage)
	Use hyphens to avoid ambiguity	Help children to see that a hyphen can change the meaning: <i>'man-eating shark'</i> is different from <i>'man eating shark'</i> <i>'cat-hating woman'</i> is different from <i>'cat hating woman'</i> <i>'re-cover'</i> is different from <i>'recover'</i>	Hyphen	Low
	Use passive voice to present information in an objective way	Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility. <i>The window <u>was broken by a football being kicked through it.</u></i> <i><u>The kittens were placed</u> on the doorstep of the orphanage.</i> <i>John <u>was punched</u> in the chest.</i>	Passive voice	Low (at this stage)

Speaking	Use a range of oral techniques to present persuasive arguments and engaging narratives
	Participate in whole-class debate using the conventions and language of debate, including standard English
	Use the techniques of dialogic talk to explore ideas, topics or issues
Group Discussion and Interaction	Consider examples of conflict and resolution, exploring the language used
	Understand and use a variety of ways to criticise constructively and respond to criticism
Listening and Responding	<i>Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose</i>
	<i>Analyse and evaluate how speakers present points effectively through use of language and gesture</i>
	<i>Listen for language variation in formal and informal contexts</i>
Drama	<i>Identify the ways spoken language varies according to differences in the context and purpose of its use</i>
	Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires
	Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension
	Devise a performance considering how to adapt the performance for a specific audience
<b>Terminology children MUST know by the end of Year 6</b>	
Semi colon, subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, bullet points.	

Context for Learning	Context for Learning	Context for Learning
<b>We shall meet again</b>	<b>Fantastical Worlds</b>	<b>The Great Outdoors</b>
Term 1	Term 2	Term 3
Recount - diary, letter. Power of imagery - description. Biography Explanation	Fiction genres - Mystery& Sci -fi Journalistic Writing	Short stories with Flashbacks Persuasion
<b>Texts</b>  The Little Ships by Rose Blanche by Anne Frank	<b>Texts</b> The Marvels by Brian Selznick King Kong by Anthony Browne The Water Tower by Gary Crew	<b>Texts</b>  Princess' Blanket by Selfish Giant by
<b>Additional Writing opportunities within this term</b>	<b>Additional Writing opportunities within this term</b>	<b>Additional Writing opportunities within this term</b>
Explanation and journalistic writing in topic.		