

Year Six Objectives

Pupils should learn how to:

Spoken Language

Speaking

- Give and justify an opinion in an appropriate manner
- Agree and disagree constructively with others' views
- Monitor the effect of their talk on the listener and adapt it in response

Listening

- Make notes when listening for a sustained period
- Identify and adopt the features of formal register
- Analyse and evaluate a range successful speakers for useful techniques

Discussion

- Use the conventions and language of formal debate
- Successfully counter another argument during a debate or discussion
- Consider, evaluate and build on different viewpoints during debates and discussions

Drama

- Interpret and rehearse scenes from published plays
- Sustain a character in role
- Organise and present a play for an invited audience

Reading

Becoming a Reader

- Develop an appreciation and love of reading
- Enjoy the challenge of more difficult books
- Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Increase their familiarity with fiction genres including myths and legends
- Increase their familiarity with fiction genres including classic fiction
- Increase their familiarity with fiction genres including modern and classic fiction
- Discuss and compare a range of children's authors and poets
- Discuss and compare a range of children's authors and poets (including classic authors)
- Read for a range of purposes
- Identify, discuss and compare themes
- Use pertinent and technically specific vocabulary when talking about books
- Show an understanding of texts through formal presentation and debate
- Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary

Word Reading

- Continue to use phonic knowledge and skills with unfamiliar words
- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)

Fluency

- Read Year 6 texts fluently
- Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the author's intent is clear to an audience
- Learn classic poems by heart

Comprehension – Vocabulary Knowledge

- Use etymology to aid them in understanding unknown vocabulary
- Infer deeper meanings from the vocabulary used

Comprehension – Imagining

- Empathise with emotions in deeper texts

Comprehension – Linking

- Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location

Comprehension – Asking Questions

- Use questioning to propel themselves through a challenging text
- Allow questions to lead them on to new ideas, perspectives and conclusions
- Ask questions about authorial intent

Comprehension – Clarifying and Retrieving

- Apply previous retrieving objectives to year 6 texts
- Check that the text makes sense to them and use questioning and discussion to further their understanding
- Use what is 'not said' to enhance comprehension
- Use what is implied to enhance comprehension

Comprehension – Inferring

- Revise conclusions based on new evidence in the text
- Explain inferences with clear reasoning and precise language

Comprehension – Predicting

- Refine and verify predictions in discussion with others

Comprehension – Summarising

- Summarise the key points in a more complex text, using their own words to establish clear meaning

Comprehension – Understanding Purpose and Viewpoint

- Compare differing purposes and viewpoints in texts on similar topics
- Explain purpose and viewpoint with reference to evidence in the text

Comprehension – Understanding Text Organisation

- Explain the series of choices an author has made in structuring and organising their text
- Explain how an author uses text structure and organisation to manipulate the reader

Comprehension – Understanding Writers use of language

- Identify formality in texts and the use of standard and non-standard English
- Describe and evaluate the choices an author has made in their use of language
- Explain how an author has used language to manipulate the reader

Comprehension - Responding to Texts

- Answer a range of question types on single and multiple texts

Becoming a Researcher

- Extend note-taking by grouping and linking notes and using abbreviations
- Précis longer passages
- Orchestrate a full range of research skills to conduct and present an independent research project

Writing

Planning

- Collect ideas for writing from the world around them
- Develop their own ideas for writing through reading, imagination, research and personal experience, choosing which ideas to use and which to discard (GD KS2)
- Plan for a clear purpose and (an often real) audience
- **Select form** and subject when writing poetry and non-fiction (GD KS2)

Composing

- Write effectively for a range of purposes and (often real) audiences, selecting language that shows good awareness of the reader (EXS KS2)
- Write effectively for a range of purposes and (often real) audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (GD KS2)
- Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)

- Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)
- Experiment with writers' techniques borrowed from book, screen and stage
- Show a confident and established voice throughout a piece of writing
- Fully engage the reader through lively interesting and thoughtful writing
- Ensure writing is controlled and balanced
- **Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2)**
- Affect the emotions of the reader at points in the text
- Vary structure to expand ideas and provide emphasis
- Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables
- Add depth and detail to paragraphs
- Manipulate word order for effect
- Use reported speech appropriately
- **Use speech to convey and develop a character (EXS KS2)**
- **Use speech to advance action (EXS KS2)**
- **Distinguish between the language of speech and writing and choose the appropriate register (GD KS2)**
- Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc.
- Select and use stylistic devices to support the purpose and effect of writing
- Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 6)
- Carefully select words (including some from Appendix B – Year 6) to create effects, sustain and develop ideas and create vivid description

Evaluating

- Revise their work to ensure that the content and style of writing accurately reflects the purpose
- Proof-read their work for spelling, grammar and punctuation errors
- Change vocabulary and grammar to enhance effects and clarify meaning
- Check that the appropriate register is being used
- Edit their work effectively and make improvements based on this cc
- Evaluate the work of others and suggest improvements
- Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear

Grammar

- Use correct grammatical terminology when discussing their writing
- Understand that grammar can be used semantically and pragmatically
- Use grammar both semantically and pragmatically
- **Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)**
- Understand the basic subject, verb, object structure of a sentence

- **Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)**
- Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page
- Use the 'perfect form' of verbs to mark relationships of time and cause
- Understand and recognise active and passive voice
- Use passive voice appropriately in writing
- Understand and explore synonyms and antonyms
- **Manipulate grammar and vocabulary to control levels of formality (GD KS2)**
- Recognise and understand 'the subjunctive' e.g. If Fred **were** here, things would be different
- Use more than one subordinate clause successfully in a complex sentence

Punctuation

- Use correct grammatical terminology when discussing their writing
- **Understand that punctuation can be used to avoid ambiguity and to enhance meaning (GD KS2)**
- Use punctuation precisely both semantically and pragmatically
- Understand how colons are used
- **Use colons appropriately (contributes to EXS KS2 and GD KS2)**
- Understand how to use punctuation with bullet points
- **Use punctuation consistently with bullet points (contributes to EXS KS2 and GD KS2)**
- Understand how semi-colons are used
- **Use semi-colons appropriately (contributes to EXS KS2 and GD KS2)**
- Understand how dashes are used
- **Use dashes appropriately (contributes to EXS KS2 and GD KS2)**
- Understand how hyphens are used
- **Use hyphens appropriately (contributes to EXS KS2 and GD KS2)**
- Understand how ellipsis is used
- **Use ellipsis appropriately (contributes to EXS KS2 and GD KS2)**

Transcription

Spelling

- Revise previous spelling conventions
- **Combine phonics, morphology and spelling conventions to spell unfamiliar words**
- **Use a dictionary to check the meaning and spelling of uncommon or more ambitious vocabulary (EXS KS2)**
- Investigate spelling patterns and conventions
- Use a thesaurus
- Add suffixes beginning with vowel letters to words ending in -fer
- Spell common words which feature hyphens
- Spell words with the prefix tele-
- Spell words with the prefix circum-
- Spell and use common homophones

- **Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature (EXS KS2, some for WTS KS2)**
- Spell **ie** and **ei** words e.g. piece, deceive
- Spell words containing the letter string **ough**
- **Make the correct spelling choice for unstressed vowels in polysyllabic words**
- Spell and use common homophones
- **Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend (EXS KS2, some for WTS KS2)**
- Spell words with silent letters e.g. doubt
- Spell and use homophones which end in **-se** and **-ce** e.g. practice and practise
- **Use knowledge of word roots, prefixes and suffixes to aid spelling**
- **Choose the correct spelling by using a visual strategy ('Does it look right?')**

Handwriting and Presentation

- Develop a neat, personal, handwriting style
- Consistently use a neat, personal handwriting style
- Choose the writing implement that is appropriate to the task
- **Use an appropriate and cohesive style in work produced using on-screen media**
- **Present work produced using on-screen media stylishly and cohesively**