

Year 6 Reading Overview

Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Comprehension	Develop positive attitudes to reading, and an understanding of what they read, by: Reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction & reference books. Reading books that are structured in different ways and reading for a range of purposes. Reading a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition. Recommending books that they have read to their peers, giving reasons for their choices. Learning a wider range of poetry by heart and preparing poems and plays to read aloud and to perform. Showing an understanding through intonation, tone and volume so the meaning is clear to an audience. Participate in discussions about books that are read to them and those they can read for themselves. Vocabulary: Identifying how language contributes to meaning. Discussing their understanding and exploring the meaning of words in context. Inference: Drawing inferences from characters' feelings, thoughts and motives from their actions. Justifying inferences with evidence. Prediction: Predicting what might happen from details stated and implied. Explanation: Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Providing reasoned justifications for their views. Building on their own and others' ideas and challenging views courteously. Retrieval: Asking questions to improve their understanding of a text. Retrieve, record and present information from non-fiction text. Summary and comparison: Summarising the main ideas drawn from more than one paragraph. Identifying key details that support the main ideas in a paragraph. Identifying and discussing themes in and across a wide range of writing. Distinguish between statements of fact and opinion. Making comparisons within and across books. Structure: Identifying how structure and presentation contribute to meaning. Identifying and discussing conventions in and across a wide range of writing. Impact: Discuss and evaluate how authors use language, including figurative language. Consider the impact language choices have on the reader.



Year 6 Writing Overview

Transcription	<u>Spelling</u> • Use dictionaries to check the spelling and meaning of words • Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary • Use a thesaurus <u>Handwriting and Presentation</u> • use a legibly, fluent, joined handwriting style with increasing speed
Grammar and Punctuation	<u>Word:</u> • recognise the difference between formal and informal vocabulary and know when to use each appropriately • identify how synonyms and antonyms are related in meaning <u>Sentence:</u> • use passive verbs to affect the presentation of information in a sentence • recognise structures that are appropriate for formal speech and writing, including subjunctive forms • identify and use a range of sentence structures (simple, compound and complex) • use a range of multi-clause sentences for variety and effect <u>Text:</u> • use a range of cohesive devices to link ideas across and within paragraphs e.g. ellipsis, repetition of a word • use a range of structural features to layout information in non-fiction texts <u>Punctuation:</u> • secure use of accurate punctuation including question and exclamation marks • secure use of commas to mark clauses and after fronted adverbials • secure use of brackets, dashes and commas for parenthesis • use hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list and semi-colons within lists Grammatical terminology: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i>
Composition	<u>Plan their writing by:</u> • identify audience and purpose of the writing, and adapt their ideas accordingly • draw on reading and research where necessary • consider how authors have developed characters, settings and atmosphere <u>Draft and write by:</u> • use a range of grammatical structures for variety and effect • use vocabulary choices to change and enhance meaning • in narratives, describing settings, characters in detail and build/tension atmosphere • integrate dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs • use a wide range of organisational and presentational devices to structure non-fiction texts • ensure the consistent and correct use of tense throughout a piece of writing <u>Evaluate and edit by:</u> • assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure 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 engaging the audience effectively

