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| Y6  **YEAR 6**  **National Curriculum**  **Reading (Word Reading)**  **Pupils should be taught to:**  ♣ 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.  **(refer to NC for non-statutory guidance)**  **Reading (Comprehension)**  **Pupils should be taught to:**  ♣ maintain positive attitudes to reading and understanding of what they read by:  ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  ♣ reading books that are structured in different ways and reading for a range of purposes  ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  ♣ recommending books that they have read to their peers, giving reasons for their choices  ♣ identifying and discussing themes and conventions in and across a wide range of writing  ♣ making comparisons within and across books  ♣ learning a wider range of poetry by heart  ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  ♣ understand what they read by:  ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  ♣ asking questions to improve their understanding  ♣ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  ♣ predicting what might happen from details stated and implied  ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  ♣ identifying how language, structure and presentation contribute to meaning  ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  ♣ distinguish between statements of fact and opinion  ♣ retrieve, record and present information from non-fiction  ♣ participate in discussions about books that are read to them and those they can read for themselves, 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  ♣ provide reasoned justifications for their views  **Writing (Transcription)**  Spelling (see English Appendix 1)  **Pupils should be taught to:**  ♣ use further prefixes and suffixes and understand the guidance for adding them  ♣ spell some words with ‘silent’ letters [for example, knight, psalm, solemn]  ♣ continue to distinguish between homophones and other words which are often confused  ♣ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ♣ use dictionaries to check the spelling and meaning of words  ♣ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  ♣ use a thesaurus.  **Handwriting**  **Pupils should be taught to:**  ♣ write legibly, fluently and with increasing speed by:  ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  ♣ choosing the writing implement that is best suited for a task.  **Writing (Composition)**  ♣ plan their writing by:  ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  ♣ noting and developing initial ideas, drawing on reading and research where necessary  ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  ♣ draft and write by:  ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  ♣ précising longer passages  ♣ using a wide range of devices to build cohesion within and across paragraphs  ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  ♣ evaluate and edit by:  ♣ assessing the effectiveness of their own and others’ writing  ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  ♣ ensuring the consistent and correct use of tense throughout a piece of writing  ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  ♣ proof-read for spelling and punctuation errors  ♣ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  **Vocabulary, Grammar & Punctuation**  **Pupils should be taught to:**  ♣ develop their understanding of the concepts set out in English Appendix 2 by:  ♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  ♣ using passive verbs to affect the presentation of information in a sentence  ♣ using the perfect form of verbs to mark relationships of time and cause  ♣ using expanded noun phrases to convey complicated information concisely  ♣ using modal verbs or adverbs to indicate degrees of possibility  ♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  ♣ learning the grammar for years 5 and 6 in English Appendix 2  ♣ indicate grammatical and other features by:  ♣ using commas to clarify meaning or avoid ambiguity in writing  ♣ using hyphens to avoid ambiguity  ♣ using brackets, dashes or commas to indicate parenthesis  ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses  ♣ using a colon to introduce a list  ♣ punctuating bullet points consistently  ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.  **Appendix 2** | | | | | | |
| **Y6 Texts** | **Spoken Language** | **Reading (Word Reading)** | **Reading (Comprehension)** | **Writing (Transcription)**  **Spelling Shed Programme**  **Red Rose Phonics Programme** | **Writing (Composition)** | **Vocabulary, Punctuation & Grammar** |
| **Goodnight Mr Tom** |  Participate in discussions about the themes of the novel, expressing opinions on the characters’ actions and motivations (e.g., *What motivates Mister Tom to care for Willie? How does Willie change throughout the book?*).   Retell the story or a specific part in their own words, focusing on the emotional journey of the characters (e.g., *Retell the story of Willie's arrival in the countryside and his first days with Mister Tom*).   Use drama and role-play to explore characters’ emotions and relationships (e.g., *Act out a scene where Mister Tom reassures Willie or when Willie is struggling with his fear*).   Engage in debates or discussions around the ethical dilemmas in the novel (e.g., *Was Mister Tom right to keep the truth about Willie's mother from him?*).   Use formal and informal language appropriately in conversations, understanding when to use each (e.g., *Using formal language for a letter to a public official, informal language for a conversation between Willie and Mister Tom*). |  Apply knowledge of root words, prefixes, and suffixes to read aloud and understand unfamiliar words (e.g., *evacuation*, *concentration*, *forlorn*).   Read books that are structured in different ways and for a range of purposes (e.g., *a novel with themes of war, friendship, and healing*).   Read aloud with appropriate expression, using intonation to reflect characters' emotions and the events in the story (e.g., *Read scenes with appropriate emotion, such as when Willie is upset or when Tom is comforting him*). |  Develop positive attitudes to reading by discussing a wide range of fiction, including stories that explore character development, relationships, and significant historical events (e.g., *What does Willie's journey of healing and growth teach us about overcoming adversity?*).   Make inferences based on what is said and done (e.g., *What can we infer about Willie's home life before he came to Mister Tom?*).   Predict what might happen next based on evidence in the text (e.g., *What do you think will happen when Willie’s mother arrives?*).   Explore and explain the key themes in the novel, such as the impact of war, loneliness, and the development of friendships (e.g., *How do the themes of war and home contrast in the novel?*).   Summarise the main events of the book or a section, identifying the key turning points (e.g., *Summarising the key moments when Willie begins to heal and trust Mister Tom*).   Discuss the author's use of language, imagery, and symbolism, especially around emotional events (e.g., *How does the author use language to show Willie's fear or Mister Tom’s protective nature?*). |  |  Write narratives, describing characters, settings, and events in detail (e.g., *Write a descriptive passage about Willie's first night in Mister Tom's house and his feelings of fear and relief*).   Plan, draft, and write a story that explores themes of friendship, trust, and healing (e.g., *Write a story about a child moving to a new place and building a relationship with a new guardian*).   Organise writing into clear paragraphs, ensuring that there is a logical flow to the narrative (e.g., *Start with Willie's arrival at Mister Tom’s house, followed by his growing trust, and end with his emotional development*).   Use dialogue effectively to reveal characters’ feelings and relationships (e.g., *Write a scene where Mister Tom comforts Willie using kind, supportive language*).   Use varied sentence structure and language to convey meaning and build tension or emotion (e.g., *Use short, sharp sentences to convey Willie’s fear, or longer sentences to show calmness and comfort*). |  Use expanded noun phrases to describe characters, settings, and emotions (e.g., *the lonely, frightened boy* or *the peaceful, safe countryside*).   Use conjunctions (*because, although, despite, even though*) and adverbs (*gently, nervously, quietly*) to extend sentences and add depth to writing (e.g., *Willie shivered in the cold, empty room, even though it was a beautiful day outside*).   Use commas, punctuation for direct speech, and apostrophes for possession accurately (e.g., *“Don’t be afraid,” Mister Tom said reassuringly*).   Use varied punctuation to create tension and reflect emotion (e.g., *“No!” Willie cried, as his heart pounded in his chest*).   Experiment with different sentence types, including complex and compound sentences, to convey deeper meanings (e.g., *Though Mister Tom was kind to him, Willie still felt unsure and out of place, as he had never known such warmth before*) |
| **Macbeth** |  Participate in discussions about the themes, characters, and plot of *Macbeth*, expressing and justifying opinions (e.g., *Do you think Macbeth is a victim of fate or responsible for his own downfall?*).   Retell parts of the play in their own words, focusing on key events and their significance (e.g., *Retell Macbeth’s rise to power and eventual downfall, highlighting the role of ambition and guilt*).   Perform parts of the play, paying attention to tone, gesture, and expression (e.g., *Perform Macbeth’s soliloquy in Act 1, Scene 7, or Lady Macbeth’s sleepwalking scene in Act 5*).   Engage in role-play and debates, considering the motivations and actions of characters (e.g., *Debate whether Macbeth should have been crowned king, or whether his downfall was inevitable*).   Use formal and informal language appropriately in discussion and performance (e.g., *Using formal language in a scene between the king and his subjects, or informal language when Macbeth speaks with Lady Macbeth*). |  Apply knowledge of root words, prefixes, and suffixes to read aloud and understand unfamiliar words (e.g., *regicide*, *ambition*, *prophecy*).   Read plays and stories that are structured in different ways, and for a range of purposes, including understanding themes, character motivations, and figurative language (e.g., *Macbeth’s use of soliloquies to express internal conflict*).   Read aloud with appropriate expression and intonation, considering the emotions and tone of the scene (e.g., *Reading Macbeth’s soliloquy with the appropriate mix of despair and ambition*). |  Develop positive attitudes to reading by discussing a wide range of fiction, including classical literature (e.g., *Discuss the main themes of Macbeth, including ambition, fate, guilt, and the supernatural*).   Make inferences based on what is said and done (e.g., *How does Macbeth’s character change throughout the play? What motivates his actions?*).   Summarise the main events in the text and discuss the structure of the play (e.g., *Summarise the key events in Act 1, Act 2, and the climax of the play, and discuss the role of the witches in predicting Macbeth’s fate*).   Discuss the main characters’ actions, motivations, and development (e.g., *Why does Lady Macbeth push her husband to commit murder? What does her character reveal about the theme of power and guilt?*).   Discuss the use of figurative language (e.g., *How does Shakespeare use metaphors and imagery in Macbeth, such as the “dagger of the mind” or “out, out brief candle”*?).   Analyse how Shakespeare uses dramatic techniques such as soliloquies, monologues, and stage directions to build tension and reveal character (e.g., *How does Macbeth’s soliloquy in Act 1, Scene 7 reflect his internal conflict?*). |  |  Write narratives inspired by the themes and characters in *Macbeth*, incorporating their own interpretations of power, guilt, and ambition (e.g., *Write a story from Lady Macbeth’s point of view, exploring her feelings of guilt and power*).   Write a letter or diary entry from the perspective of one of the main characters (e.g., *Write a letter from Macbeth to his wife before the murder of King Duncan, expressing his thoughts and doubts*).   Plan, draft, and write a scene that uses dramatic techniques, such as monologue or dialogue, to explore character development (e.g., *Write a scene where Macbeth confronts his guilt after the murder of King Duncan*).   Organise writing into clear paragraphs, ensuring a logical structure (e.g., *Writing a scene where the witches reveal their prophecies and how it affects Macbeth*).   Use appropriate vocabulary and tone to reflect the themes and atmosphere of the play (e.g., *Using formal language in a scene between the king and his subjects, and informal language for a scene of conflict*) |  Use expanded noun phrases to describe characters, settings, and actions (e.g., *the ambitious and power-hungry Macbeth* or *the dark, foreboding castle of Inverness*).   Use a range of punctuation, including commas for clarity and direct speech punctuation (e.g., *“Is this a dagger which I see before me?”*).   Use relative clauses to add extra detail (e.g., *The dagger, which Macbeth sees in his vision, represents his guilt and ambition*).   Use a variety of sentence structures (e.g., *short, sharp sentences to heighten tension, longer sentences for reflection*).   Use adverbials of time, place, and manner to structure writing effectively (e.g., *In the dead of night*, *With trembling hands*, *To the throne of Scotland*).   Experiment with using figurative language such as metaphors, similes, and personification to create mood and atmosphere (e.g., *“Life’s but a walking shadow”*). |
| **The Promise** |  **Participate in discussions** about the themes of the book, expressing opinions and listening to others’ viewpoints (e.g., *How does this story make you feel about the environment?*).   **Retell key moments** from the story in their own words, focusing on how the character’s emotions change (e.g., *Tell the story from the perspective of the seeds being planted*).   **Engage in role-play or drama activities** (e.g., *Act out the moment the character realises the impact of her promise*).   **Debate the importance of green spaces in cities**, using evidence from the text and real-world examples.   **Deliver a persuasive speech** on why people should plant more trees in their community. |  Apply knowledge of root words, prefixes, and suffixes to read and understand unfamiliar words (e.g., *barren, lifeless, transformation*).   Read aloud with fluency and expression, focusing on tone and intonation to match the emotions of the story. |  **Develop positive attitudes to reading** by engaging with a text that explores deep themes and powerful messages (e.g., *How does the book make you think about kindness and the environment?*).   **Make inferences** based on what is said and done (e.g., *Why does the main character feel the need to steal? What emotions drive her to change?*).   **Predict what might happen next** based on the events in the story (e.g., *What might the narrator do after planting trees in a new city?*).   **Summarise the main events** in the story, identifying key turning points (e.g., *How does the city change from the beginning to the end?*).   **Discuss how language, structure, and presentation contribute to meaning** (e.g., *How do the illustrations reinforce the story’s message?*).   **Explore the author’s use of figurative language, imagery, and symbolism** (e.g., *What do the seeds and trees symbolise?*).   **Consider the impact of the story’s themes on real-life issues** (e.g., *How does the story relate to climate change, urban landscapes, and the importance of nature?*). |  |  **Write a descriptive passage** focusing on setting and transformation (e.g., *Describe the city before and after the trees are planted, using sensory language*).   **Create a diary entry** from the perspective of the main character, exploring her thoughts and emotions (e.g., *Write about how she felt when she first made the promise and how she felt as she saw the city change*).   **Write a newspaper article** about the transformation of the city (e.g., *Imagine you are a journalist reporting on the impact of the trees*).   **Plan and write a sequel or alternative ending** (e.g., *What happens after she leaves the city? Does she continue planting trees?*).   **Write a persuasive letter** encouraging people to plant more trees in urban areas (e.g., *Write to the local government or a community group*).   **Use a range of sentence structures and language techniques** to engage the reader (e.g., *Use rhetorical questions, powerful adjectives, and varied sentence openings*). |  **Use expanded noun phrases** to add detail (e.g., *the grey, lifeless streets* → *the once-grey, lifeless streets, now bursting with emerald leaves*).   **Use figurative language, such as similes and metaphors**, to enhance descriptions (e.g., *The city was a concrete prison, but the trees were a song of freedom*).   **Use adverbials and conjunctions** to sequence events clearly (e.g., *After she planted the first seed, something remarkable happened…*).   **Use varied punctuation for effect**, including commas for clarity, ellipses for suspense, and dashes to emphasise contrast.   **Experiment with different sentence structures**, including complex and compound sentences, to build tension and atmosphere (e.g., *She had stolen before, but this time, it was different – this time, she was giving back*). |
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