

English Overview: Year 6 Expectations

Context Children should write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). Children should write using different forms such as poetry, narrative, recount (trips, historical events, diaries, letters, news reports, biographies, magazine article, science experiment, email), reports (information leaflet, tourist guide, magazine article, letter), explanation (encyclopaedia entry, non-fiction book, technical manual, question and answer, articles and leaflets, write-up of science experiment), instructions (recipe, technical manual, non-fiction book, timetable, route-finder, list of rules, posters, notices, signs, instructions on packaging), persuasion (advertisement, catalogue, travel brochure, pamphlet from pressure group, newspaper article, flyer, letter to editor or editorial, invitation), discussion (non-fiction book on an 'issue', notes for a speech, debate, leaflet or article giving balanced account of an issue). Children should use the appropriate terminology when discussing their written work.

Plan

- Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form and using other similar writing as models for their own (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.

Draft and Write

- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. To clarify and enhance meaning and to reflect the level of formality required. E.g. Contracted form in dialogue, passive verbs, modal verbs
- Draft and write narratives, describing settings – considering atmosphere by using expressive or figurative language and describing how this makes the character feel
- Draft and write narratives, describing characters – considering techniques to create convincing characters e.g. gradually revealed as the story unfolds, through the way they talk, act and their interaction with others.
- Draft and write, integrating dialogue to convey character and advance the action.
- Draft and write by accurately precisising longer passages.
- Draft and write by linking ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of conjunctions, adverbials such as on the other hand, in contrast, or as a consequence, pronouns and synonyms, and ellipsis.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, subheadings, columns, bullets or tables.
- Draft and write by using a dictionary and thesaurus to check for meaning, appropriateness and to select more ambitious vocabulary.
- Include the Alan Peat sentences: All the Ws- Who? What? When? Where? Why? Would? Was? What if?; List sentences; Short Sentences; 2a; BOYS Sentences, As -ly and ___ing, ___ed; Emotion, comma; Verb, person; If, if, then; With a(n) action, more action, 3-ed; Noun, which/who/where; 2 pairs sentences, 3 bad-(dash) question?; Outside, inside. Plus: De: De; Some; other: Tell: show 3, examples; Irony sentences, emotion consequence; When; when; when, then.

Evaluate and Edit

- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.
- Evaluate and edit by distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling errors, including those linked to spelling statements for Year 5 and Year 6.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling

- Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
- Use prefixes involving the use of a hyphen e.g. co-ordinate, reenter.
- Distinguish between homophones and other words which are often confused English Appendix 1. e.g. lose/loose.
- Use dictionaries to check the spelling and meaning of words.
- Spell most of the year 5 and 6 words correctly (English Appendix 1). I can spell most words correctly including words that are often misspelt.
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).
- Use a thesaurus with confidence.

Punctuation

- Use commas to clarify meaning or avoid ambiguity.
- Use brackets, dashes or commas to indicate parenthesis.
- Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.
- Use the colon to introduce a list and semi-colons within lists.
- Use bullet points to list information.
- Use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark or recover versus re-cover.
- Use the full range of punctuation taught at key stage 2 (e.g. semicolons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.

Grammar

- Use passive verbs to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.
- Use the perfect form of verbs to mark relationships of time and cause.
- Learn the grammar for Years 5 and 6 within English Appendix 2.
- Understand and use the following grammatical terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.

Vocabulary

- Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.
- Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little
- Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.
- Use expanded noun phrases to convey complicated information concisely.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with who, which, where, when, whose, that or with some implied relative pronouns.

Handwriting

- Write legibly, fluently and with increasing speed, deciding how to join specific letters, when they are best left unjoined and by choosing the writing implement that is best suited for a task.