



Overchurch Junior School National Curriculum Progression English 2021-2022 Year 6

Spoken Language

Physical

- To speak fluently in front of an audience.
- To have a stage presence.
- Consciously adapt tone, pace and volume of voice within a single situation.

Linguistic

- To vary sentence structures and length for effect when speaking.
- To be comfortable using idioms and expressions.

Cognitive

- To construct a detailed argument or complex narrative.
- To spontaneously respond to increasingly complex questions, citing evidence where appropriate.

Social and emotional

- To use humour effectively.
- To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.

Handwriting

- To maintain legibility in joined handwriting when writing at speed.

Spelling

- Revision of Year 5 spelling rules.
- Year 5 & 6 Statutory words.
- Short vowel sound /i/ spelled y.
- Words with long vowel sound /i/ spelled with a y.
- Prefix '-over', 'dis-', 'un-', 'im-'.
- Convert nouns or verbs to adjectives using suffix '-ful'.
- /o/ sound spelled 'ou' or 'ow'.
- 'Soft c' spelled /ce/.
- /f/ sound spelled ph.
- Words with origins in other countries.
- Words with unstressed vowel sounds.
- Words with /shuhl/ sound.
- Words beginning 'acc'.
- Words ending '-ably', '-ible', 'ibly'.
- Changing '-ent' to 'ence'.
- -er, -or, -ar at the end of words.

Writing Composition

- To draw upon material read.
- To plan their writing by identifying the audience for and purpose of writing.
- To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- To describe settings, characters and atmosphere in narratives.
- To integrate dialogue in narratives to convey character and advance the action.
- To distinguish the language between formal and informal speech.
- To perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

Grammar and Punctuation

- To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- To use perfect forms of verbs to mark the relationship between time and cause.
- To use expanded noun phrases to convey complicated information concisely.
- To use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs.
- To understand how words are related by meaning as synonyms and antonyms.
- To use the passive voice to affect the presentation of information in the sentence.
- To use verb tenses consistently and correctly throughout their writing.
- To use the range of punctuation taught at key stage 2 mostly correctly.
- To use a semicolon, colon and dash to mark the boundary between independent clauses.
- To understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semicolon and bullet point)

Evaluate and Edit

- To assess the effectiveness of their own and others' writing.
- To propose most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- To ensure the consistent and correct use of tense throughout a piece of writing.
- To ensure correct subject and verb agreement when using singular and plural.
- To distinguish between the language of speech and writing and choosing the appropriate register.
- To proofread for spelling and punctuation errors.

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

Reading Comprehension

- Maintain a positive attitude to reading and understanding of what they read.
- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books e.g. plot, genre and theme.

The pupils can understand what they read:

- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Ask questions to improve their understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas.
- Identify 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 facts and opinion.
- Retrieve, record and present information from non-fiction.
- 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.