

Griffe Field Primary School 2014 English Curriculum Overview - Year 6



Spoken Language	Reading – Word	Reading - Comprehension	Writing – transcription	Writing – handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers -Ask relevant questions to extend their understanding and knowledge -Use relevant strategies to build their vocabulary -Articulate and justify answers, arguments and opinions -Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas -Speak audibly and fluently with an increasing command of the Standard English 	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes as listed in Appendix both to read aloud and to understand the meaning of new words that they meet 	<p>Pupils should be taught to :</p> <p>Maintain positive attitudes to reading and understanding of what they read by :</p> <ul style="list-style-type: none"> -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 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 	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> -Use further prefixes and suffixes and understand the guidance for adding them -Spell some words with “silent” letters (for example psalm) -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 Appendix 5 -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 	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> -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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Develop their understanding of the concepts set out in Appendix 2 -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 relative pronoun -Learning the grammar for years 5 and 6 in Appendix -Indicate grammatical and other features by :

<p>-Participate in discussions, presentations, performances, role play , improvisations and debates</p> <p>-Gain , maintain and monitor the interest of the listeners</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contribution of others</p> <p>-Select and use appropriate registers for effective communication</p>		<p>-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</p> <p>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>-Distinguish between statements of fact and opinion</p> <p>-Retrieve, record and present information from non-fiction</p> <p>-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</p> <p>-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</p> <p>-Provide reasoned justifications for their views</p>			<p>structure text and to guide the reader (eg headings, bullet points)</p> <p>-Evaluate and edit by Assessing the effectiveness of their own and others' writing</p> <p>-Proposing changes to vocabulary , grammar and punctuation to enhance effects and clarify meaning</p> <p>-Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>-Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>-Proof reading for spelling and punctuation errors</p> <p>-Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>-Using commas to clarify meaning or avoid ambiguity in writing</p> <p>-Using hyphens to avoid ambiguity in writing</p> <p>-Using brackets , dashes or commas to indicate parenthesis</p> <p>-Using semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>-Using a colon to introduce a list</p> <p>-Punctuating bullet points consistently</p> <p>-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>
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