

## English Scheme of Work – YEAR 6

English Strand	NC Requirement	Resources/Time	Success Criteria (Outcome)
Grammar	<p><b>By the end of Year 6:</b></p> <ul style="list-style-type: none"> <li>• Use correct grammatical terminology when discussing their writing</li> <li>• Understand the basic subject, verb, object structure of a sentence</li> <li>• Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.</li> <li>• Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page</li> <li>• Use the 'perfect form' of verbs <i>for effect</i></li> <li>• Understand and recognise active and passive voice</li> <li>• Use passive voice appropriately in writing</li> <li>• Understand and explore synonyms and antonyms</li> <li>• Recognise and understand 'the subjunctive' e.g. If Fred were here, things would be different</li> <li>• <i>Use more than one subordinate clause successfully in a complex sentence</i></li> </ul>	<ul style="list-style-type: none"> <li>• Grammar prompts on English board (synonyms and antonyms)</li> <li>• Model uses of extended nouns phrases, active and passive voice and subjunctives on English board</li> <li>• Weekly grammar starters at the start of English lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Children's work to consistently demonstrate a sound understanding of:               <ul style="list-style-type: none"> <li>○ synonyms and antonyms and their appropriate use</li> <li>○ a confident knowledge of verbs and their correct use</li> <li>○ a range of ways structure a text and keep it together</li> <li>○ a range of sentence structures and choosing the right one for effect</li> </ul> </li> </ul>
Handwriting	<p><b>By the end of Year 6:</b></p> <ul style="list-style-type: none"> <li>• Develop a neat, personal, handwriting style</li> <li>• Consistently use a neat, personal handwriting style</li> <li>• Choose the writing implement that is appropriate to the task</li> <li>• <i>Use an appropriate and cohesive style in work produced using</i></li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting exercise books or paper (where necessary)</li> <li>• Handwriting-lined whiteboards</li> <li>• Handwriting pens</li> <li>• Laptops with Microsoft Word</li> </ul>	<p>Children to be able to independently produce clear and legible pieces of writing with a well-developed personal handwriting style</p> <p>Children to be confident in independently creating electronic texts that have style, images and sound.</p>

	<p><i>electronic media</i></p> <ul style="list-style-type: none"> <li>• Present work produced using electronic media stylishly and cohesively</li> </ul>		
<b>Punctuation</b>	<p><b>By the end of Year 6:</b></p> <ul style="list-style-type: none"> <li>• Use correct grammatical terminology when discussing their writing</li> <li>• Understand how colons are used</li> <li>• Use colons appropriately</li> <li>• Understand how to use punctuation with bullet points</li> <li>• Use punctuation consistently with bullet points</li> <li>• Understand how semi-colons are used</li> <li>• Use semi-colons appropriately</li> <li>• Understand how dashes are used for marking the boundaries between independent clauses</li> <li>• Use dashes to mark the boundaries between independent clauses</li> <li>• Understand how hyphens are used</li> <li>• Use hyphens appropriately</li> <li>• Understand how ellipsis is used</li> <li>• Use ellipsis appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation models on English board</li> </ul>	<ul style="list-style-type: none"> <li>• Children to maintain punctuation expectations so far.</li> <li>• Children to consistently use all standard forms of punctuation across all forms of writing.</li> </ul>
<b>Reading</b>	<p><b>By the end of Year 6:</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</li> </ul> <p><b>Being a Reader</b></p> <ul style="list-style-type: none"> <li>• Read and <i>critically</i> discuss a range of fiction, poetry, plays, non-fiction,</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Reading corners</li> <li>• Appropriate selection of free choice books</li> <li>• Reading comprehension scheme</li> <li>• Inference materials</li> </ul>	<ul style="list-style-type: none"> <li>• To critically read a range of texts with confidence</li> <li>• To develop a deeper understanding of a range of text genres</li> <li>• To compare genres and texts within genres</li> <li>• To present and argument for or against a text and be able to debate it with another person</li> </ul>

	<p>reference and text books</p> <ul style="list-style-type: none"> <li>• Increase their familiarity with fiction genres including myths and legends</li> <li>• Increase their familiarity with fiction genres including classic fiction</li> <li>• Increase their familiarity with fiction genres including modern and classic fiction</li> <li>• <i>Discuss and compare a range of children's authors and poets</i></li> <li>• <i>Discuss and compare a range of children's authors and poets (including classic authors)</i></li> <li>• Read for a range of purposes</li> <li>• Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone <i>and word emphasis</i> so that the meaning is clear to an audience</li> <li>• Learn classic poems by heart</li> <li>• Identify, discuss <i>and compare</i> themes</li> <li>• <i>Use pertinent and technically specific vocabulary when talking about books</i></li> <li>• Show an understanding of texts through formal presentation and debate</li> <li>• Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Answer a range of question types on single and multiple texts</li> <li>• Check that the text makes sense to them and use questioning and discussion to further their understanding</li> <li>• <i>Empathise with emotions in deeper texts</i></li> </ul>		<ul style="list-style-type: none"> <li>• To understand and discuss the choice of text structure used by a range of authors</li> <li>• To understand direct and inferred meaning within a range of genres</li> </ul>
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	<ul style="list-style-type: none"> <li>• Revise conclusions based on new evidence in the text</li> <li>• Develop explanations of inferred meanings</li> <li>• <i>Explain in detail how the contexts in which texts are written contribute to meaning</i></li> <li>• Refine and verify predictions in discussion with others</li> <li>• Summarise the key points in a more complex text, using their own words to establish clear meaning</li> <li>• Compare differing purposes and viewpoints in texts on similar topics</li> <li>• Explain purpose and viewpoint with reference to evidence in the text</li> <li>• Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created</li> <li>• Explain the series of choices an author has made in structuring and organising their text</li> <li>• Explain how an author uses text structure and organisation to manipulate the reader</li> <li>• <i>Identify formality in texts and the use of standard and non-standard English</i></li> <li>• Describe and evaluate the choices an author has made in their use of language</li> <li>• Explain how an author has used language to manipulate the reader</li> </ul>		
<b>Speaking, Listening and Discussion</b>	<p><b>By the end of Year 6:</b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Give and justify an opinion in an appropriate manner</li> <li>• Agree and disagree constructively with others' views</li> <li>• Monitor the effect of their talk on the listener and adapt it in response</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To deliver a justified and appropriate view</li> <li>• To use appropriate language e.g. formal or informal, technical etc.</li> <li>• To measure and evaluate the response of listeners, adapting future presentations as a result</li> </ul>

	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• <i>Make notes when listening for a sustained period</i></li> <li>• Identify and adopt the features of formal register</li> <li>• <i>Analyse and evaluate a range successful speakers for useful techniques</i></li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Use the conventions and language of formal debate</li> <li>• Successfully counter another argument during a debate or discussion</li> <li>• Consider, evaluate and build on different viewpoints during debates and discussions</li> </ul>		
<p><b>Spelling</b></p>	<p><b>By the end of Year 6:</b></p> <ul style="list-style-type: none"> <li>• Revise previous spelling conventions</li> <li>• Use a dictionary to check the meaning and spelling of words</li> <li>• <i>Investigate spelling patterns and conventions</i></li> <li>• Use a thesaurus</li> <li>• Add suffixes beginning with vowel letters to words ending in -fer</li> <li>• Spell common words which feature hyphens</li> <li>• <i>Spell words with the prefix tele-</i></li> <li>• <i>Spell words with the prefix circum-</i></li> <li>• Spell and use common homophones</li> <li>• Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Thesauruses</li> <li>• Weekly spellings (see NC for examples of words)</li> <li>• Word list for Years 5 &amp; 6 from NC</li> <li>• Weekly starters in English lessons relating to the application of spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>• Children's work shows application of NC expectations in spelling</li> </ul>

	<ul style="list-style-type: none"> <li>• Spell ie and ei words e.g. piece, deceive</li> <li>• Spell words containing the letter string ough</li> <li>• <i>Make the correct spelling choice for unstressed vowels in polysyllabic words</i></li> <li>• Use knowledge of word roots, prefixes and suffixes to aid spelling</li> <li>• Spell and use common homophones</li> <li>• Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend</li> <li>• Spell words with silent letters e.g. doubt</li> <li>• Spell and use homophones which end in -se and -ce e.g. practice and practise</li> <li>• <i>Use knowledge of word roots, prefixes and suffixes to aid spelling</i></li> <li>• <i>Choose the correct spelling by using a visual strategy ('Does it look right?')</i></li> </ul>		
<b>Writing Composition</b>	<p><b>By the end of Year 6:</b></p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Use a wide knowledge of text types, forms and styles to inform their writing (see Appendix A below)</li> <li>• Plan and write for a clear purpose and audience</li> <li>• Ensure that the content and style of writing accurately reflects the purpose</li> <li>• Borrow and adapt writers' techniques from book, screen and stage</li> <li>• Experiment with writers' techniques borrowed from book, screen and stage</li> </ul>	<ul style="list-style-type: none"> <li>• Pie Corbett Bumper Book of Story Telling into Writing KS2 (fiction)</li> <li>• Talk for Writing Across the Curriculum (non-fiction)</li> <li>• Flip chart paper</li> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Red and Green assessment</li> <li>• Big Write</li> <li>• iPads (or similar) for recording and evaluating drama</li> </ul>	<ul style="list-style-type: none"> <li>• Children to independently create texts from a range of text types that are appropriate to, capture and affect the reader and (at times) reflecting the style of a particular writer's techniques</li> <li>• Children's text to: <ul style="list-style-type: none"> <li>○ to demonstrate an appreciation of when to write in depth or use particularly vivid description</li> <li>○ demonstrate an</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Show a confident and established voice throughout a piece of writing</i></li> <li>• <i>Ensure writing is lively interesting and thoughtful</i></li> <li>• <i>Ensure writing is controlled and balanced</i></li> <li>• Use informal and formal structures and style appropriate to the reader</li> <li>• <i>Affect the emotions of the reader at points in the text</i></li> <li>• <i>Manipulate the reader</i></li> <li>• <i>Vary structure to expand ideas and provide emphasis</i></li> <li>• Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables</li> <li>• <i>Add depth and detail to paragraphs</i></li> <li>• Manipulate word order for effect</li> <li>• <i>Use reported speech appropriately</i></li> <li>• Use speech to convey <i>and develop</i> a character</li> <li>• Use speech to advance action</li> <li>• <i>Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc.</i></li> <li>• <i>Select and use stylistic devices to support the purpose and effect of writing</i></li> <li>• <i>To improve their writing style by covering the text type progression relevant to year (see Appendix A below)</i></li> <li>• <i>Extend note-taking by grouping and linking notes and using abbreviations</i></li> <li>• Précis longer passages</li> <li>• Orchestrate a full range of research skills to conduct and present an</li> </ul>		<p>awareness and use of particular word order</p> <ul style="list-style-type: none"> <li>○ be correctly sequenced, paragraphed or (in the case of poetry) in stanzas</li> <li>○ use a range of techniques to show a confident individualised style</li> <li>○ flow and make sense through careful re-reading and editing</li> <li>○ have an overall sense of opening and closure</li> </ul>
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	<p>independent research project</p> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• <i>Interpret and rehearse scenes from published plays</i></li> <li>• <i>Sustain a character in role</i></li> <li>• Organise and present a play <i>for an invited audience</i></li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Ensure that the content and style of writing accurately reflects the purpose</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Change vocabulary and grammar to enhance effects and clarify meaning</li> <li>• Check that the appropriate register is being used</li> <li>• Evaluate their work effectively and make improvements based on this</li> <li>• Evaluate the work of others and suggest improvements</li> <li>• Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</li> </ul>		
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### Appendix A: Text Type Progression through the years

Year Group	Narrative	Non-fiction	Poetry (taught in short units)
Yr 6	<ul style="list-style-type: none"> <li>• Narrative techniques e.g. flashbacks, multiple narrators etc.</li> <li>• Author study</li> </ul>	<ul style="list-style-type: none"> <li>• Non-chronological reports</li> <li>• Recounts</li> <li>• Instructions</li> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Free verse</li> <li>• Structured poetry</li> <li>• Classic poetry</li> </ul>

	<ul style="list-style-type: none"><li>• Classic fiction</li><li>• Myths and legends</li><li>• Shakespeare study</li><li>• Extended stories (in chapters)</li></ul>	<ul style="list-style-type: none"><li>• Explanation</li><li>• Discussion</li></ul> <p>(use of mixed genre throughout)</p>	
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