



Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world

The English Curriculum K&S at St. Teresa's Catholic Academy – Year 6

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Give and justify an opinion in an appropriate manner Make notes when listening for a sustained period Use the conventions and language of formal debate</p> <p>Drama Interpret and rehearse scenes from published plays</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Being a Reader Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including myths and legends Discuss and compare a range of children's authors and poets Read for a range of purposes Prepare poems and play scripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone so that the meaning is clear to an audience Identify, discuss and compare themes Use pertinent and technically specific vocabulary when talking about books Show an understanding of texts through formal presentation and debate</p> <p>Reading Comprehension</p>	<p>Planning, Composing and Evaluating Develop their own ideas for writing through reading, research and personal experience Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form and subject when writing poetry and non-fiction Ensure that the content and style of writing accurately reflects the purpose Borrow and adapt writers' techniques from book, screen and stage Ensure writing is lively interesting and thoughtful Use a range of layout devices to structure text e.g. headings, subheadings, columns, bullet points and tables Manipulate word order for effect Use reported speech appropriately Use speech to convey a character Use symbolism in stories and poetry Use hyperbole e.g. It is clearly the ultimate in bathroom cleaners. Use adjectives of smell e.g. acrid Create a subtle mood</p>	<p>Spelling Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Add suffixes beginning with vowel letters to words ending in -fer Spell common words which feature hyphens Spell and use common homophones Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature</p> <p>Handwriting and Presentation Develop a neat, personal, handwriting style Choose the writing implement that is appropriate to the task</p>

Check that the text makes sense to them and use questioning and discussion to further their understanding
Empathise with emotions in deeper texts
Answer a range of question types on single and multiple texts Refine and verify predictions in discussion with others
Summarise the key points in a more complex text, using their own words to establish clear meaning Revise conclusions based on new evidence in the text
Develop explanations of inferred meanings
Explain the series of choices an author has made in structuring and organising their text
Identify formality in texts and the use of standard and non-standard English
Compare differing purposes and viewpoints in texts on similar topics
Orchestrate a full range of research skills to conduct and present an independent research project

Evaluate the work of others and suggest improvements
Evaluate their work effectively and make improvements based on this
Proof-read for spelling and punctuation errors
Change vocabulary and grammar to enhance effects and clarify meaning
Check that the appropriate register is being used

Grammar, Punctuation and Vocabulary

Use correct grammatical terminology when discussing their writing
Understand the basic subject, verb, object structure of a sentence
Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page
Use the 'perfect form' of verbs for effect
Understand how colons are used
Use colons appropriately
Understand how to use punctuation with bullet points
Use punctuation consistently with bullet points

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Agree and disagree constructively with others' views Identify and adopt the features of formal register Successfully counter another argument during a debate or discussion</p> <p>Drama Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</p> <p>Sustain a character in role</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Being a Reader Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including classic fiction Discuss and compare a range of children's authors and poets (including classic authors) Read for a range of purposes Learn classic poems by heart Identify and discuss themes Use pertinent and technically specific vocabulary when talking about books Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</p> <p>Reading Comprehension Check that the text makes sense to them and use questioning and discussion to further their understanding</p>	<p>Planning, Composing and Evaluating Develop their own ideas for writing through reading, research and personal experience Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form and subject when writing poetry and non-fiction Ensure that the content and style of writing accurately reflects the purpose Experiment with writers' techniques borrowed from book, screen and stage Use informal and formal structures and style appropriate to the reader Use a range of layout devices to structure text e.g. headings, subheadings, columns, bullet points and tables Manipulate the reader Add depth and detail to paragraphs Create sentences with colons (description then details) e.g. Chickens are great pets: they are friendly and entertaining to watch. Create sentences with semi-colons (to contrast) e.g. I like coffee; Jack prefers tea. Make use of flashbacks</p>	<p>Spelling Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Spell ie and ei words e.g. piece, deceive Spell words containing the letter string ough Use knowledge of word roots, prefixes and suffixes to aid spelling Spell and use common homophones Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend</p> <p>Handwriting and Presentation Develop a neat, personal, handwriting style</p>

Empathise with emotions in deeper texts
Answer a range of question types on single and multiple texts Refine and verify predictions in discussion with others
Summarise the key points in a more complex text, using their own words to establish clear meaning Revise conclusions based on new evidence in the text
Develop explanations of inferred meanings
Explain the series of choices an author has made in structuring and organising their text
Describe and evaluate the choices an author has made in their use of language
Explain purpose and viewpoint with reference to evidence in the text
Orchestrate a full range of research skills to conduct and present an independent research project

Use speech to advance action
Evaluate the work of others and suggest improvements
Evaluate their work effectively and make improvements based on this
Proof-read for spelling and punctuation errors
Change vocabulary and grammar to enhance effects and clarify meaning
Check that the appropriate register is being used

Grammar, Punctuation and Vocabulary

Use correct grammatical terminology when discussing their writing
Understand and recognise active and passive voice
Understand and explore synonyms and antonyms
Use passive voice appropriately in writing
Understand how semi-colons are used
Use semi-colons appropriately
Understand how dashes are used for marking the boundaries between independent clauses
Use dashes to mark the boundaries between independent clauses
Understand how hyphens are used
Use hyphens appropriately

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Monitor the effect of their talk on the listener and adapt it in response Analyse and evaluate a range of successful speakers for useful techniques Consider, evaluate and build on different viewpoints during debates and discussions</p> <p>Drama Organise and present a play for an invited audience</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Being a Reader Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including modern and classic fiction Discuss and compare a range of children's authors and poets Read for a range of purposes Prepare poems and play scripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone so that the meaning is clear to an audience Identify, discuss and compare themes Use pertinent and technically specific vocabulary when talking about books Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</p> <p>Reading Comprehension</p>	<p>Planning, Composing and Evaluating Develop their own ideas for writing through reading, research and personal experience Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form and subject when writing poetry and non-fiction Ensure that the content and style of writing accurately reflects the purpose Experiment with writers' techniques borrowed from book, screen and stage Use informal and formal structures and style appropriate to the reader Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. Show a confident and established voice throughout a piece of writing Affect the emotions of the reader at points in the text Establish and maintain a theme e.g. loneliness Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this</p>	<p>Spelling Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Use a thesaurus Investigate spelling patterns and conventions Spell words with silent letters e.g. doubt Spell and use homophones which end in -se and -ce e.g. practice and practise Use knowledge of word roots, prefixes and suffixes to aid spelling Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Consistently use a neat, personal handwriting style Present work produced using onscreen media stylishly and cohesively</p>

Check that the text makes sense to them and use questioning and discussion to further their understanding
Empathise with emotions in deeper texts
Answer a range of question types on single and multiple texts Refine and verify predictions in discussion with others
Summarise the key points in a more complex text, using their own words to establish clear meaning Revise conclusions based on new evidence in the text
Develop explanations of inferred meanings
Explain how an author has used language to manipulate the reader
Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created
Précis longer passages
Orchestrate a full range of research skills to conduct and present an independent research project

Proof-read for spelling and punctuation errors
Change vocabulary and grammar to enhance effects and clarify meaning
Check that the appropriate register is being used

Grammar, Punctuation and Vocabulary

Use correct grammatical terminology when discussing their writing
Recognise and understand 'the subjunctive' e.g. If Fred **were** here, things would be different
Understand how ellipsis is used
Use ellipsis appropriately Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc. Use more than one subordinate clause successfully in a complex sentence