



St Edward's Catholic Primary School

Year Six English Curriculum

En6/1 Spoken Language (The objectives for Spoken Language are common across Key Stages 1 and 2)

- En6/1a listen and respond appropriately to adults and their peers
- En6/1b ask relevant questions to extend their understanding and knowledge
- En6/1c use relevant strategies to build their vocabulary
- En6/1d articulate and justify answers, arguments and opinions
- En6/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En6/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En6/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En6/1h speak audibly and fluently with an increasing command of Standard English
- En6/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En6/1j gain, maintain and monitor the interest of the listener(s)
- En6/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En6/1l select and use appropriate registers for effective communication

Reading (The objectives for Reading are common across Years 5 and 6)

En6/2.1 Word Reading

En6/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English [Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

En6/2.2 Comprehension

- En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:
- i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - ii. reading books that are structured in different ways and reading for a range of purposes
 - iii. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - iv. recommending books that they have read to their peers, giving reasons for their choices
 - v. identifying and discussing themes and conventions in and across a wide range of writing
 - vi. making comparisons within and across books
 - vii. learning a wider range of poetry by heart
 - viii. 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
- En6/2.2b understand what they read by
- i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - ii. asking questions to improve their understanding



St Edward's Catholic Primary School

Year Six English Curriculum

- iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- iv. predicting what might happen from details stated and implied
- v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- vi. identifying how language, structure and presentation contribute to meaning

En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

En6/2.2d distinguish between statements of fact and opinion

En6/2.2e retrieve, record and present information from non-fiction

En6/2.2f 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

En6/2.2g 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

En6/2.2h provide reasoned justifications for their views.

Writing (The objectives for Writing are common across Years 5 and 6)

En6/3.1 Spelling

En6/3.1a use further prefixes and suffixes and understand the guidance for adding them

En6/3.1b spell some words with 'silent' letters

En6/3.1c continue to distinguish between homophones and other words which are often confused

En6/3.1d 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 1](#)

En6/3.1e use dictionaries to check the spelling and meaning of words

En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

En6/3.1g use a thesaurus

En6/3.2 Handwriting and Presentation

Pupils should be taught to write legibly, fluently and with increasing speed by:

En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

En6/3.2b choosing the writing implement that is best suited for a task

En6/3.3 Composition

En6/3.3a Plan their writing by:

- i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ii. noting and developing initial ideas, drawing on reading and research where necessary
- iii. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed



St Edward's Catholic Primary School

Year Six English Curriculum

En6/3.3b Draft and write by:

- i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- iii. précising longer passages
- iv. using a wide range of devices to build cohesion within and across paragraphs
- v. **using further organisational and presentational devices to structure text and to guide the reader**

En6/3.3c Evaluate and edit by:

- i. assessing the effectiveness of their own and others' writing
- ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- iii. ensuring the consistent and correct use of tense throughout a piece of writing
- iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

En6/3.3d proofread for spelling and punctuation errors

En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

En6/3.4 Vocabulary, grammar & punctuation

En6/3.4a develop their understanding of the concepts set out in [Appendix 2](#) by:

- i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ii. using passive verbs to affect the presentation of information in a sentence
- iii. using the perfect form of verbs to mark relationships of time and cause
- iv. using expanded noun phrases to convey complicated information concisely
- v. using modal verbs or adverbs to indicate degrees of possibility
- vi. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- vii. learning the grammar for years 5 and 6 in [Appendix 2](#)

En6/3.4b indicate grammatical and other features by:

- i. using commas to clarify meaning or avoid ambiguity in writing
- ii. using hyphens to avoid ambiguity
- iii. using brackets, dashes or commas to indicate parenthesis
- iv. using semicolons, colons or dashes to mark boundaries between independent clauses
- v. using a colon to introduce a list
- vi. punctuating bullet points consistently

En6/3.4c use and understand the grammatical terminology in [Appendix 2](#) accurately and appropriately in discussing their writing and reading.



St Edward's Catholic Primary School
Year Six English Curriculum

Appendix 2

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>