

# Year 6

## Planning Non-negotiables

<b>End of genre outcome</b>	
<b>Minimum of two colour-coded success criteria ladders weekly</b>	
<b>Next Step target</b>	
<b>Objectives</b>	
<b>Regular word/spelling work</b>	
<b>Grammar teaching &amp; application</b>	
<b>Differentiated activities</b>	
<b>High quality texts/films</b>	

<b>Short burst writing</b>
<b>Flexible lesson structures which respond to children's needs</b>
<b>Modelled and shared writing</b>
<b>Guided writing</b>
<b>Talk for Writing</b>
<b>Opening experience</b>
<b>Plenaries that review learning</b>
<b>Annotation of plans (AFL)</b>

## Non-negotiable genres

This is not a definitive list. There should be opportunities to repeat genres and add other genres into the children's writing experience in addition to these.

These genres will all be covered at least once every long term

- Non chronological /journalistic reports
- Reports linked to curriculum areas
- Explanations
- Balanced argument
- Instructions
- Narrative (linked to themes, flashback, adventure/mystery, mystery, historical, film, issues)
- Extended narrative
- Diary, letter writing
- Biography (twice over the year)
- Poetry (4 contrasting styles over the year including narrative poetry)
- Writing combining genres

## Writing Composition:

- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- consider how authors have developed characters & settings in what pupils have read, listened to or seen
- select appropriate grammar & vocab. understanding how such choices can change and enhance meaning
- describe settings, characters & atmosphere & integrate dialogue to convey character & advance the action
- précis longer passages
- use a wide range of devices to build cohesion within and across paragraphs
- use further organisational and presentational devices to structure text and to guide the reader
- assess the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensure the consistent and correct use of tense throughout a piece of writing
- ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## Handwriting:

- 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
- choose the writing implement that is best suited for a task.

<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>▪ continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ read books that are structured in different ways and reading for a range of purposes</li> <li>▪ increase 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</li> <li>▪ recommend books that they have read to their peers, giving reasons for their choices</li> <li>▪ identify and discuss themes and conventions in and across a wide range of writing</li> <li>▪ make comparisons within and across books</li> <li>▪ learn a wider range of poetry by heart</li> <li>▪ prepare 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</li> <li>▪ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>▪ ask questions to improve their understanding</li> <li>▪ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>▪ predict what might happen from details stated and implied</li> <li>▪ summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>▪ identify how language, structure and presentation contribute to meaning</li> <li>▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>▪ distinguish between statements of fact and opinion</li> <li>▪ retrieve, record and present information from non-fiction</li> <li>▪ participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenging views courteously</li> <li>▪ 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</li> <li>▪ provide reasoned justifications for their views.</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>
<p><b>Vocabulary, Grammar &amp; Punctuation:</b></p> <ul style="list-style-type: none"> <li>▪ Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</li> <li>▪ <b>Verb prefixes</b> [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</li> <li>▪ <b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</li> <li>▪ Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i>, <i>surely</i>] or <b>modal verbs</b> [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</li> <li>▪ Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</li> <li>▪ Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] Brackets, dashes or commas to indicate parenthesis</li> <li>▪ Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p><b>Spelling (Overview):</b></p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand the guidance for adding them</li> <li>▪ spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>▪ continue to distinguish between homophones and other words which are often confused</li> <li>▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>▪ use dictionaries to check the spelling and meaning of words</li> <li>▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.</li> </ul>

