



## Rhodes Avenue English Curriculum Objectives

### English

#### Year 6 Objectives: Spoken Language

**Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.**

- Ask questions to develop ideas and make contributions that take account of others' views.
- Use evidence to support ideas and opinions.
- Explain ideas and opinions, elaborating to make meaning explicit.
- Take an active part in discussions, taking different roles.
- Use hypothetical and speculative language to express possibilities.
- Use standard English fluently in formal situations.
- Debate an issue, maintaining a focused point of view.
- Use formal language of persuasion to structure a logical argument.
- Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.
- Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere
- Talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression.
- Pay close attention to and consider the views and opinions of others in discussions.
- Make contributions to discussions, evaluating others' ideas and responding to them.
- Understand and select the appropriate register according to the context.



## Rhodes Avenue English Curriculum Objectives

### English

#### Year 6 Objectives: Reading

#### **WORD READING**

#### **Apply phonic knowledge and skills to read unfamiliar words.**

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.



## Rhodes Avenue English Curriculum Objectives

### English

#### Year 6 Objectives: Reading

##### **COMPREHENSION**

##### **Maintain positive attitudes to reading and understanding of what they read**

- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways.
- Read for a range of purposes.
- Become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes in a range of writing and across longer texts.
- Identify and discuss the conventions of different text types.
- Make comparisons within and across books.
- Learn a range of poetry by heart. For example, narrative verse, sonnet.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

##### **Understand books read independently**

- Check that the book is meaningful and discuss what has been understood.
- Use meaning-making strategies to explore the meaning of unfamiliar words and figurative and idiomatic language in context.
- Ask questions to extend understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.
- Predict what might happen from details stated and implied from across a text.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify and explain the effect of the context on a text. For example, historical, geographical.
- Identify and explain how language, structure and presentation contribute to the meaning of a text.



## Rhodes Avenue English Curriculum Objectives

### English

#### Year 6 Objectives: Reading

- **Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.**
- Identify and comment on writer's choice of language.
- Identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension.
- Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.
- **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.**
- Express a personal point of view about a text, giving reasons linked to evidence from texts..
- Raise queries about texts.
- Make connections between other similar texts, prior knowledge and experience and explain the links.
- Compare different versions of texts and explain the differences and similarities.
- Listen to others' ideas and opinions about a text.
- Build on others' ideas and opinions about a text in discussion.
- **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.**
- Explain the main purpose of a text and summarise it.
- Present and explain the author's viewpoint in a text.
- Present a personal point of view based on what has been read.
- Present a counter-argument in response to others' points of view.
- **Provide reasoned justifications for their views.**
- Explain a personal point of view, giving reasons and evidence from text.
- **Distinguish between statements of fact and opinion.**
- **Retrieve, record and present information from non-fiction. collate**
- Find relevant information and evidence from a range of texts.
- Record, collate and organise information or evidence appropriately.



## Rhodes Avenue English Curriculum Objectives

### English

#### Year 6 Objectives: Writing

##### **TRANSCRIPTION**

##### **Know how to:**

- Convert verbs into nouns by adding suffixes. For example, tion, ure.
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Understand that the spelling of some words needs to be learnt specifically.
- 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.
- Use a range of spelling strategies.

##### **Handwriting**

##### **Write legibly fluently and with increasing speed**

- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).



## Rhodes Avenue English Curriculum Objectives

### English

#### Year 6 Objectives: Writing

##### **COMPOSITION**

##### **Plan writing**

- Identify the audience for and purpose of the writing.
- Select the appropriate form and register for the audience and purpose of the writing.
- Note and develop initial ideas.
- Use knowledge of the writer's craft from their reading.
- Use knowledge from research.

##### **Draft and write**

- Use the appropriate grammar and vocabulary for the audience and purpose.
- Understand how grammar and vocabulary choices can change and enhance meaning to impact on the reader.
- In narratives, integrate description of settings, characters and atmosphere and dialogue to convey character and advance the action.
- Précis longer passages, conveying key information.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Use organisational and presentational devices to structure text and to guide the reader. For example - headings, bullet points, underlining

##### **Evaluate and edit**

- Assess the effectiveness of their own and others' writing.
- Suggest 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.
- Distinguish between the language of speech and writing.
- Distinguish between the correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing and choose 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.



## Rhodes Avenue English Curriculum Objectives

### English

#### Year 6 Objectives: Writing

#### **VOCABULARY, PUNCTUATION AND GRAMMAR**

##### **Develop understanding of grammatical**

- Recognise the difference between vocabulary and structures that are appropriate for formal and informal speech and writing, including subjunctive
- Use the subjunctive where appropriate in formal writing and speech. For example - If I were to insist, It is essential that he be available.
- Use passive verbs to affect the presentation of information in a sentence.
- Use expanded noun phrases to convey complicated information concisely.

##### **Indicate grammatical features with punctuation**

- Use hyphens to avoid ambiguity.
- Use semi-colons, colons or dashes to mark boundaries between main clauses.
- Use a colon to introduce a list.
- Punctuate bullet points consistently.

##### **Use the terminology:**

- Active and passive, subject and object, hyphen,
- antonym, synonym, colon, semi-colon, bullet points
- ellipsis
- Understand the terminology.
- Use the terminology to talk about own writing.



## Rhodes Avenue English Curriculum Objectives

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



## Rhodes Avenue English Curriculum Objectives

English			
Year 6 Objectives: Grammar – Additional Challenge			
Year 6 Consolidate Year 5 and ....			
Words/Vocabulary	Sentence Structure	Text Structure	Punctuation
<p>Convert words into nouns (nominalisation) to convey precise, concise information:  <b>was cancelled – cancellation is important – the importance</b></p> <p>Use specific features to create impact on the reader:            figurative language            metaphor            personification etc.</p>	<p>Use a range of sentence types for impact and effect.</p> <p>Expand noun phrases with precision to convey information concisely:  <b>The cancellation of the Egyptian exhibition and the closure of the West Wing...</b>  <b>The burning of the forest...</b></p> <p>Use the passive voice to change perspective or point of view:  <b>Active – The Viking invaders destroyed the castle.</b>  <b>Passive – The castle was destroyed by the Viking invaders.</b>  <b>The castle was destroyed.</b></p> <p>Use the subjunctive in the most formal writing:  <b>If I were to win the lottery, I would travel the world.</b></p> <p>Use rhetorical questions as a persuasive device.</p>	<p>Use different narrative structures and techniques according to the text type:            horror, adventure etc.</p> <p>Use paragraphs effectively to link ideas within and across paragraphs.</p> <p>Non-narrative:</p> <p>Understand the range of non-narrative text types , how they are organised and the degree of formality required.</p> <p>Use a range of appropriate cohesive devices to link ideas across texts.</p> <p>Use appropriate techniques to engage the reader:            Opening hook            Rhetorical questions            Personal comments            Varied conclusions</p>	<p>Colon and semi-colon to control meaning and effect of sentences.</p>



# Rhodes Avenue English Curriculum Objectives

## English

### Year 6 Objectives: Spelling

Revision of work from previous years.



## Rhodes Avenue English Curriculum Objectives

English	
Year 6 Objectives: Spelling	
Statutory Requirements	Example Words
Adding suffixes beginning with vowel letters to words ending in -fer	referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration) substance (substantial) innocent, innocence, decent, decency frequent, frequency confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Endings which sound like /jəs/ spelt -cious or -tious	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /jəl/	official, special, artificial, partial, confidential, essential
Homophones and other words that are often confused	advice/advise, device/devise, licence/license practice/practise, prophecy/prophesy farther/further/father principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)/principle: basic truth or belief profit: money that is made in selling things/prophet: someone who foretells the future stationary: not moving/stationery: paper, envelopes wary: cautious/weary: tired



## Rhodes Avenue English Curriculum Objectives

English					
Year 6 Objectives: Year 5 / 6 Word List – Words across the Curriculum					
English	Maths	Science	Geography	Music	History
correspond dictionary language persuade sincerely signature	average forty symbol twelfth	conscious environment equipment muscle physical shoulder stomach system temperature	environment existence foreign lightning neighbour	rhyme rhythm	ancient foreign government parliament privilege sacrifice soldier system
Roles	Unstressed vowels	Spoken Language	Learning Related	Rare GPCs	
amateur committee profession secretary soldier	cemetery desperate definite individual restaurant temperature vegetable	communicate criticise exaggerate explanation interrupt pronunciation relevant suggest	achieve excellent thorough individual	Bruise Guarantee Immediately Queue Vehicle yacht	



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English			
Year 6 Objectives: Year 5 /6 Word List – No Curriculum Links			
accommodate accompany according aggressive apparent appreciate attached available awkward bargain bruise category community	competition conscience controversy convenience curiosity definite determined develop disastrous embarrass especially familiar frequently	harass hindrance interfere leisure marvellous mischievous necessary nuisance occupy occur opportunity prejudice programme	recognise recommend sufficient variety