

Year 6

# 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.

# 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.

# 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.

# 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).

# Year 6 Objectives: Writing

## VOCABULARY, PUNCTUATION AND GRAMMAR

### Develop understanding of grammatical features

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.

# 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. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> 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>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 (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, 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, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), 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. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	<p><b>active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipsis</b></p>

# 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>

# Year 6 Objectives Spelling

Revision of work from previous years.

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, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, hesitancy (hesit <u>a</u> tion), tolerant, tolerance (toler <u>a</u> tion) substance (subst <u>a</u> ntial) innocent, innocence, decent, decency frequent, frequency confident, confidence (confid <u>e</u> ntial) assistant, assistance, obedient, obedience, independent, independ <u>e</u> nce
Endings which sound like /ʃəs/ spelt –cious or –tious	vicious, precious, consci <u>o</u> us, delici <u>o</u> us, malici <u>o</u> us, suspici <u>o</u> us ambitious, cauti <u>o</u> us, fictiti <u>o</u> us, infecti <u>o</u> us, nutriti <u>o</u> us
Endings which sound like /ʃəl/	official, special, artifici <u>a</u> l, parti <u>a</u> l, confid <u>e</u> ntial, essenti <u>a</u> l
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. <i>principal ballerina</i> ) noun – important person (e.g. <i>principal of a college</i> )/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

# 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	

# 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