

English programmes of study: key stages 1 and 2 National curriculum  
in England  
Year 6: Reading & Writing

Core Reading	Word Reading and Fluency	Comprehension
<p><b>Range of Reading</b></p> <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Making comparisons within and across books.</li> </ul> <p><b>Familiarity of Texts</b></p> <ul style="list-style-type: none"> <li>Making 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.</li> <li>Identifying and discussing conventions in and across a wide range of writing.</li> </ul> <p><b>Poetry and Performance</b></p> <ul style="list-style-type: none"> <li>Learning a wider range of poetry by heart.</li> <li>Preparing poems and plays to read aloud and to perform, showing an understanding through intonation, tone and volume so that meaning is clear to the audience.</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion.</li> <li>Retrieve, record and present information from non-fiction.</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 (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</li> </ul>	<p><b>Language Comprehension</b></p> <ul style="list-style-type: none"> <li>Identifying 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> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> </ul> <p><b>Discussing Reading</b></p> <ul style="list-style-type: none"> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>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.</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>Prediction</b></p> <ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>

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Composition: planning, drafting, evaluating, editing and proof-reading	Composition: structuring and organising text	Composition: applying vocabulary, grammar and punctuation	Transcription: spelling	Transcription: handwriting
<p><b>Plan writing by:</b></p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>Considering how authors have developed characters and settings when writing own narratives.</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (including use of thesaurus).</li> <li>Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action when writing narratives.</li> </ul> <p><b>Précis longer passages appropriately.</b></p> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing.</li> <li>Making appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>Ensuring correct subject and verb agreement when using singular and plural.</li> <li>Distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>Proofreading for spelling (including using a dictionary) and punctuation errors.</li> </ul> <p><b>Perform their own compositions by:</b></p> <ul style="list-style-type: none"> <li>Using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p>Structure and organisation of text show an awareness of audience, purpose and context.</p> <ul style="list-style-type: none"> <li>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.</li> <li>Use a range of layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</li> <li>Link 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 on the other hand, in contrast, or as a consequence], and ellipsis...</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>expanded noun phrases</b> to convey complicated information concisely.</li> <li>Include <b>relative clauses</b> using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</li> <li>Use the <b>passive</b> to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>Use different structures typical of <b>informal speech</b> and structures appropriate for <b>formal speech</b> and writing [for example, the use of <b>question tags</b>: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].</li> <li>Use <b>synonyms</b> and <b>antonyms</b> and has a wide, rich range to draw on.</li> <li>Use the <b>perfect form</b> of verbs to mark relationships of time and cause (noun + to have + past participle, for example: I have eaten, You will have eaten, They had eaten, Having eaten).</li> <li>Use <b>modal verbs</b> and <b>adverbs</b> to indicate degrees of possibility, probability and certainty</li> <li>Use a range of punctuation accurately: <ul style="list-style-type: none"> <li><b>ellipsis</b></li> <li><b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li> <li><b>colon</b> to introduce a list</li> <li><b>semi-colons</b> within lists</li> <li><b>bullet points</b> to list information</li> <li><b>hyphens</b> to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul> </li> </ul>	<p><b>Follow Spelling requirements from Appendix 1 pg56-62</b></p> <ul style="list-style-type: none"> <li>Spell accurately most prefixes and suffixes listed in Appendix 1 for Y5/6.</li> <li>Spell most words with 'silent' letters.</li> <li>Spell accurately most homophones and other words which are often confused.</li> <li>Spell accurately most words listed in Y5/6 word list (Appendix 1).</li> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly and fluently when writing at efficient speed.</li> <li>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</li> <li>Choose the writing implement that is best suited for a task.</li> </ul>