

Year 6 English Medium Term Plan

Spelling	Handwriting	Reading	Vocabulary, Grammar and Punctuation	Spoken Language	Composition
<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters (e.g. knight, psalm, solemn).</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>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.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Spell words containing the letter-string 'ough'</p> <p>Write words where the 'sh' sound is spelt 'ti', 'ci', 'si' 'ssi'</p> <p>Write words with spellings 'ei' and 'ie'.</p> <p>Spell words ending in -ible, -able</p> <p>Spell words with plural nouns.</p>	<p>Write legibly, fluently and with increasing speed.</p> <p>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>	<p><u>Word Reading</u></p> <p>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.</p> <p><u>Comprehension</u></p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>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.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart.</p> <p>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</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (e.g. find out – discover, ask for – request, go in – enter).</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing, e.g. the use of question tags: 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.</p> <p>Use passive verbs to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)).</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use hyphens to avoid ambiguity, e.g. man eating shark versus man-eating shark, or recover versus re-cover.</p> <p>Use brackets, dashes or</p>	<p>Talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.</p> <p>Ask questions to develop ideas and take account of others' views.</p> <p>Explain ideas and opinions giving reasons and evidence.</p> <p>Take an active part in discussions and can take on different roles.</p> <p>Listen to, and consider the opinions of, others in discussions.</p> <p>Make contributions to discussions, evaluating others' ideas and responding to them.</p> <p>Sustain and argue a point of view in a debate, using the formal language of persuasion.</p> <p>Express possibilities using hypothetical and speculative language.</p> <p>Engage listeners through choosing appropriate vocabulary and register that is matched to the context.</p> <p>Perform compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.</p> <p>Perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan their writing of narratives by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Draft and write by précising longer passages.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullet points, underlining, tables.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and</p>

		<p>audience.</p> <p>Check that the book makes sense to him/her, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>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.</p> <p>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.</p> <p>Provide reasoned justifications for their views.</p>	<p>commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses (e.g. it's raining; I'm fed up)</p> <p>Use a colon to introduce a list and use of semi-colons within lists.</p> <p>Punctuate bullet points consistently.</p> <p>Understand how words are related by meaning as synonyms and antonyms, e.g. big, large, little.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.</p>		<p>correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choose the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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