

English: Year 6 Autumn 1 Text: *The Arrival*

Word Reading

- 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

Writing Transcription (Spelling and Handwriting)

- 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

Vocabulary, Grammar & Punctuation

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*
- Relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun

Reading Comprehension

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

Writing (Composition)

- Selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning
- Writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs

Week	Objective	Word list words	Words containing the suffix -ate, -ify, -en	Homophones and other words that are often confused (continued)	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Words containing the letter-string ough	Words with the /i:/ sound spelt ei after c	Use of the hyphen	Adding suffixes beginning with vowel letters to words ending in -fer	Words ending in -able and -ible, -ably and -ibly	Words ending in -ant, -ance/-ancy,	Words ending in -ent, -ence/-ency	Endings which sound like /sə/	Endings which sound like /sə/ spelt -cious or -tious
1		✓												
2				✓										
3					✓									

Word list coverage

accommodate
bargain
communicate
foreign
identity
individual
language
pronunciation
queue

English: Year 6 Autumn 1 Text: *Windrush Child*

Word Reading

Pupils should be taught to:

- 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

Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand the guidance for adding them
- 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

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using a colon to introduce a list
- Punctuating bullet points consistently
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Reading Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- 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
- Learning a wider range of poetry by heart
- Preparing 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

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied

- Retrieve, record and present information from non-fiction
- 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
- 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
- Provide reasoned justifications for their views

Writing (Composition)

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
- Noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring 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

Week	Objective												
1	✓												
2										✓			
3												✓	

Word list coverage

appreciate
 community
 determined
 equipped
 familiar
 foreign
 identity
 recognise