

English: Year 6 Summer 2 Text:

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.
- How words are related by meaning as synonyms and antonyms [for example, big, large, little].

Writing Transcription (Spelling and Handwriting)

- Identify antonyms
- Use further prefixes and suffixes and understand the guidance for adding them (-tion, -ment & -ness)

Vocabulary, Grammar & Punctuation

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- How words are related by meaning as synonyms and antonyms [for example, big, large, little].
- Use of the passive 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)]
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Use of commas to clarify meaning or avoid ambiguity
- Use of the colon to introduce a list and use of semi-colons within lists

Reading Comprehension

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 justify inferences with evidence
- Predicting what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas
- Identify how language, structure and presentation contribute to meaning
- Participating 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

Writing (Composition)

Plan their writing by:

- Write narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Proof-reading for spelling and punctuation errors

Week	Objective												
1	✓												
2		✓											
3						✓							

Word list coverage

accommodate
 bargain
 communicate
 foreign
 identity
 individual
 language
 pronunciation
 queue

English: Year 6 Summer 1 Text: *Night Mail* by WH Auden and 1936 GPO Film

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 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
- Use dictionaries to check the spelling and meaning of words

Vocabulary, Grammar & Punctuation

- Using expanded noun phrases to convey complicated information concisely
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Reading Comprehension

- 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
- 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
- Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader

Writing (Composition)

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages

Week	Objective
1	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)
2	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 /jəl/
	Endings which sound like /jes/ spelt -cious or -tious

Word list coverage

communicate
frequently
secretary
rhyme
rhythm
vehicle