

Speaking and Listening*Children should be taught:***Speaking**

1. to use a range of oral techniques to present a persuasive argument

Listening

2. to analyse and evaluate how speakers present points effectively through use of language and gesture *e.g. identifying techniques including humour, irony, pace, volume, colloquialisms, standard and non-standard forms*

Group Discussion and Interaction

3. to understand and use a variety of ways to criticise constructively and respond to criticism *e.g. seeking clarification, offering additional information, adjusting ideas about content*

Drama

4. to consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

Grammar, Punctuation and Core Vocabulary*Children should be taught:*

1. to revise from Year 5:
 - a. the different word classes
 - b. re-expressing sentences in a different order
 - c. the construction of complex sentences
 - d. the conventions of Standard English
 - e. adapting texts for particular audiences and purposes
2. to revise earlier work on verbs and to understand the terms active and passive; being able to transform a sentence from active to passive and vice versa
3. to note and discuss changes from active to passive and word order changes associated
4. to investigate connecting words and phrases
 - a. collect examples from reading
 - b. study how points are connected in different types of text
 - c. classify useful examples for different kinds of texts such as positional, sequential, logic etc
 - d. identify connectives which have multiple purposes
5. to form complex sentences through
 - a. using different connective devices
 - b. reading back complex sentences for clarity of meaning and adjusting where necessary
 - c. evaluating which links work best
 - d. exploring how meaning is affected by the sequence and structure of clauses
6. to secure knowledge and understanding of more sophisticated punctuation such as colons, semi-colons, parenthetical commas, dashes and brackets
7. to research the origins of proper names *e.g. place names such as –borough or –chester, surnames such as Donaldson, O'Donnell, MacDonald, the days of the week and months of the year, names of sportswear, names of shops, models of cars etc*
8. to understand how words fall out of use or have changed over time *e.g. yonder, thither, the verb endings –st and –th; understand that new words can be added to language e.g. influencer, microtransaction, social distancing etc*

Reading*Children should be taught:*

1. to compare and evaluate a play or novel in print and in film / screen version with a focus on the treatment of the plot and characters, the differences in the two forms (particularly in being able to see the setting and lose the narrator)
2. to take into account the viewpoint in a novel through:
 - a. identifying the narrator
 - b. explaining how this influences the reader's view of events
 - c. explaining how events might look from a different point of view
3. to articulate personal responses to literature, identifying how and why a text affects the reader
4. to be familiar with the work of some established authors, to know what is special about their work and to explain their preferences in terms of authors, styles and themes
5. to contribute constructively to shared discussion about literature, responding to and building on the views of others
6. to distinguish between biography and autobiography
 - a. recognising the effect on the reader of the choice between first and third person
 - b. distinguishing between fact, opinion and fiction
 - c. distinguishing between implicit and explicit points of view and how these can differ
7. to comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports and leaflets in both print and on screen
8. to secure understanding on the features of non-chronological reports
 - a. introductions to orientate the reader
 - b. use of generalisations to categorise
 - c. language to describe and differentiate
 - d. impersonal language
 - e. mostly the present tense

Core Vocabulary (as previous year plus)

- passive
- active
- root word
- biography
- autobiography
- viewpoint
- origin

Writing*Children should be taught:*

1. to manipulate narrative perspective by
 - a. writing in the voice and style of a text
 - b. producing a modern retelling
 - c. writing a story with two different narrators
2. to plan quickly and effectively the plot, characters and structure of their own narrative writing
3. to summarise a passage, chapter or text in a specified number of words
4. to prepare a short section of story as a script *e.g. using stage directions, location / setting*
5. to write own poems experimenting with active verbs and personification; produce revised poems for reading aloud individually;
6. to develop the skills of biographical and autobiographical writing in role adopting distinctive voices *e.g. of historical characters* through:
 - a. preparing a CV for the character
 - b. composing a biographical account based on research and notes
 - c. describing a person from a different perspective *e.g. a police profile; from another character's point of view*
 - d. description, school report, newspaper report, obituary etc
7. to develop a journalistic style through considering:
 - a. balanced and ethical reporting
 - b. what is of public interest in events
 - c. the interest of the reader
 - d. selection and presentation of information
8. to use the styles and conventions of journalism to report on real or imagined events
9. to write non-chronological reports linked to other subjects
10. to use computing to plan, revise, edit writing to improve accuracy and conciseness and bring to presentation standard

Spelling*Children should be taught*

1. to embed independent spelling strategies for spelling unfamiliar words (SfS)
2. to investigate the meaning and spelling of connectives (SfS)
3. to revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 Summer Term
4. to use word roots, prefixes and suffixes as a support to spelling *e.g. aero, aqua, audi, bi, cede, clude, con, cred, duo, hyd(ro)(ra), micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex etc*

Range

Fiction and Poetry: longer established stories and novels from more than one genre to study and compare, a range of poetic forms e.g. kennings, tanka, riddles, cinquains, limericks and poems written in other forms

Non-Fiction: discussion texts and persuasive texts in a range of forms as well as formal writing in a range of forms

Speaking and Listening

Children should be taught:

Speaking

1. to participate in a whole class debate using the conventions and language of debate, including standard English

Listening

2. to make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose

Group Discussion and Interaction

3. to consider examples of conflict and resolution while exploring the language used e.g. *identifying ways of coping with disagreement so that discussion can proceed*

Drama

4. to improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires e.g. *drawing on a point in a shared text to explore emotional tension*

Grammar, Punctuation and Core Vocabulary

Children should be taught:

1. to investigate further the use of active and passive verbs:
 - a. secure the use of terms active and passive
 - b. know how sentences can be reordered by changing from one form to another
 - c. identify examples of active and passive verbs in texts
 - d. experiment in transforming active and passive examining the impact on meaning
 - e. consider how the passive voice can conceal the subject of a sentence e.g. *the chicks were kept in an incubator (by the farmer).*
2. to understand features of formal, official language through:
 - a. collecting and analysing examples, discussing when and why they are used
 - b. noting the conventions of language e.g. *use of impersonal voice, imperatives, formal vocabulary etc*
 - c. collecting typical words and expressions
3. to revise work on complex sentences identifying (i) main clauses, (ii) ways of connecting clauses, (iii) constructing complex sentences, (iv) appropriate use of punctuation
4. to revise work on contracting sentences (i) summary, (ii) note-making, (iii) editing
5. to use reading to:
 - a. investigate conditionals and their uses e.g. *in deduction, speculation and supposition*
 - b. to use these forms to construct sentences which express (e.g.) *possibilities, hypotheses etc*
 - c. explore the use of conditionals in past and future, experimenting with transformations, discussing the effects e.g. *speculating about possible causes of past events, reviewing a range of options and their outcomes*
6. to collect and explain the meanings of proverbs
7. to understand that meanings of words change over time e.g. *nice, presently, without etc*
8. to build a bank of useful terms and phrases for argument e.g. *similarly, whereas etc*

Reading

Children should be taught:

1. to understand aspects of narrative structure through:
 - a. how chapters in a book or paragraphs in a short story are linked together
 - b. how authors handle time e.g. *through flashbacks, stories within stories, dreams*
 - c. how the passing of time is conveyed to the reader
2. to analyse how individual paragraphs are structured in writing, e.g. *comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force*
3. to recognise how poets manipulate words:
 - a. for their quality of sound e.g. *rhyme, rhythm, assonance*
 - b. for their connotations
 - c. for multiple layers of meaning e.g. *through figurative language, ambiguity*
4. to investigate humorous verse:
 - a. how poets play with meanings
 - b. nonsense words and how meaning can be made of them
 - c. where the appeal lies to the reader
5. to analyse how messages, feelings and mood is conveyed in poetry
6. to read and interpret poems in which meanings are implied or are multi-layered; to discuss, interpret challenging poems with others
7. to identify key features of different types of texts e.g. *stock characters, plot structures*, and how particular texts conform, develop or undermine the type e.g. *through parody*
8. to increase familiarity with significant poets and writers of the past
9. to recognise how arguments are constructed to be effective
 - a. through the expression, sequencing and linking of points
 - b. the provision of persuasive examples, illustrations and evidence
 - c. pre-empting or answering potential objections
 - d. appealing to the known views and feelings of the audience
10. to identify the features of balanced arguments which:
 - a. summarise different sides of an argument
 - b. clarify strengths and weaknesses of different positions
 - c. signal personal opinion clearly
11. to read and understand examples of official language and its characteristic features e.g. *through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks*

Core Vocabulary (as previous year plus)

- myth, legend and fable
- onomatopoeia
- scanning and skimming
- hypothetical
- imagery
- clauses

Writing

Children should be taught:

1. to use different genres as models to write e.g. *short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language*
2. to write their own story by using e.g. *flashbacks or a story within a story to convey the passage of time*
3. to study in depth one genre and produce an extended piece of similar writing and to draft, edit and revise this to bring it to presentational standard in terms of layout, paragraphing / structure, accuracy of punctuation and spelling as well as handwriting
4. parody a literary text, describing stock characters and plot structures / features etc
5. to write commentaries and summaries crediting views expressed by using expressions such as 'The writer says that...' Etc
6. to construct effective arguments
 - a. developing a points logically and effectively
 - b. supporting and illustrating points persuasively
 - c. anticipating possible objections
 - d. harnessing known views, interests and feelings of the audience
 - e. tailoring the writing to formal presentation styles
7. to write a balanced report of a controversial issue
 - a. summarising the competing views
 - b. analysing strengths and weaknesses of different positions
8. to discuss why standard English varies in different contexts e.g. *why legal language is highly formal, why questionnaires must be specific*

Spelling

Children should be taught

1. to revise and extend work on spelling patterns for unstressed vowels and consonants in polysyllabic words (SfS)
2. to use what is known about prefixes and suffixes to transform words (SfS)
3. to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes and root words

Range

Fiction and Poetry: comparisons of works by significant children's authors and poets

Non-Fiction: explanations; particularly linked to other subjects; non-chronological reports linked to other subjects

Speaking and Listening*Children should be taught:***Speaking**

1. to use techniques of dialogic talk to explore ideas, topics or issues

Listening

2. to listen for language variation in formal and informal contexts

Group Discussion and Interaction

3. to identify the ways spoken language varies according to differences in context and purpose of use *e.g. discussing the differences in the use of Standard English and dialects*

Drama

4. to devise a performance considering how to adapt the performance for a specific audience

Grammar, Punctuation and Core Vocabulary*Children should be taught:*

1. to revise the language conventions and grammatical features of the different types of text such as:
 - a. narrative (stories and novels)
 - b. recounts
 - c. instructional writing
 - d. reports
 - e. explanatory texts
 - f. persuasive texts
 - g. discursive texts
2. to conduct detailed language investigations through interviews, research and reading *e.g. of proverbs, language change over time, dialect, study of headlines etc*
3. to revise formal styles of writing
 - a. the impersonal voice
 - b. the use of the passive
 - c. management and adaptation of complex sentences for different purposes
4. to secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects

Core Vocabulary (as previous year plus)

- point of view
- conjunction
- persuasion
- discussion
- omission
- advertisement
- bias
- connective
- ambiguity
- contraction

Reading*Children should be taught:*

1. to describe and evaluate the style of an individual writer
2. to discuss how linked poems relate to one another by themes, format and repetition *e.g. a cycle of poems about the seasons*
3. to describe and evaluate the style of a particular poet
4. to comment critically on the overall impact of a poem; showing how language and themes have been developed
5. to compare and contrast the works of a single writer
6. to look at connections and contrasts in the work of different writers
7. to secure understanding of the features of explanatory texts from Year 5 Spring Term
8. to identify key features of impersonal formal language *e.g. the present tense, the passive voice and discuss when and why they are used*
9. to appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value
10. to secure the skills of skimming, scanning and efficient reading so that research is fast and effective from a range of sources and media
11. to review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given format and style

Writing*Children should be taught:*

1. to annotate passages in detailed response to specific questions
2. to use a reading journal effectively to raise and refine personal responses to a text and prepare for discussion
3. to write a brief synopsis of a text *e.g. the blurb for a book*
4. to write summaries of books or parts of books, deciding on priorities relevant to the purpose
5. to write a brief helpful review tailored for real purposes and audiences
6. to compare texts in written form, drawing out:
 - a. their different styles and preoccupations
 - b. their strengths and weaknesses
 - c. their values and appeal to the readers
7. to write a sequence of poems linked by a theme or a form *e.g. a haiku calendar*
8. to write an extended story, worked on over time on a theme identified from their reading
9. to secure control over the impersonal style; particularly the sustained use of the present tense and the passive voice
10. to divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next *e.g. through the choice of appropriate connectives*
11. to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types

Spelling*Children should be taught*

1. to spell unfamiliar words by using what is known of spelling patterns and words families (SfS)
2. to revise and use know roots, prefixes and suffixes as a support for spelling (SfS)