

Year Six English Curriculum

Knowledge progression	Grammar	Punctuation	Text and composition	Spelling	Handwriting
Autumn	Revision of previously taught grammar e.g. - Understand that a simple sentence contains a subject, verb and 'one complete idea' and that we can use the term 'main clause'. - Understand the difference between a main clause, subordinate clause, phrase, simple, compound and complex sentence. - Understand and identify different verb forms e.g. past/present progressive, past perfect etc.	Revision of previously taught punctuation e.g. - full stops, capital letters, commas for lists, exclamation marks, question marks, apostrophes for contractions/possession (singular/plural), inverted commas. - Practise using commas: - For fronted adverbials - To punctuate subordinate clause or relative clause - To clarify meaning or avoid ambiguity - Begin to use brackets, dashes or commas to indicate parenthesis.	Revision of previous years - Use WAGOLLS; correctly identifying audience, purpose and use of grammatical structures to enhance this (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) - Use organisational and presentational devices to structure text and to guide the reader e.g. such as headings, sub-headings, columns, bullets, or tables, to structure text. - Create detailed settings, characters and plot in narratives	Revision of previously learnt spelling rules - Adding suffixes: ed, ing, er, est, ment, ful, ness, less (doubling the consonant if there is a short vowel sound) - Words ending in le, el and al - Plurals and the associated rules - i before e except after c rule - Silent letters - Soft c and g - Words ending in ious, sion and -tion - Homophones	Revision of previously taught joins ning ping ting oc od oo ake ome are fla flo fle who wha whe ie in il inly ky ny ap ar an ick uck ack he we re fte fir fin wra wri kni ii ll tt rr nn mm cc oo dd ss ff ee ew ev ex th ht fl ac ag af

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	• Be able to identify in a sentence: nouns, verbs, adjectives, conjunctions, determiners, pronouns, main clauses, adverbials and subordinate clauses. • Have a secure understanding of synonyms and antonyms. • Identify that relative clauses begin with who, which, where, when, whose, that Identify and discuss the function of parenthesis.		to engage a reader. • Use similes, alliteration, metaphors and personification in their writing. • Experiment with different structures associated with formal and informal writing — such as the use of question tags, (e.g. He's your friend, isn't he?), or the use of the subjunctive in some very formal writing and speech. • Use paragraphs consistently to organise their writing. • Proof-read for spelling and punctuation errors.	• Using range of prefixes • Words ending in -sure and -ture • Words ending in en/ on and or/er • Common exception words y5/6 • Be able to use a dictionary or thesaurus with confidence.	
Spring	• Use connecting adverbs to	• Securing understanding of punctuation from autumn term	• To use a range of cohesive devices	• words containing the letter	• Practise

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	indicate a connection between two independent clauses in one sentence (e.g. The dark skies and distant thunder dissuaded Clarice from her afternoon run; moreover, she had thirty calculus problems to solve for her morning class. • Use relative clauses confidently in their writing, punctuating them correctly with commas. • Use parenthesis confidently in their writing, punctuating this accurately.	Introduction of new punctuation: • Use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) • Use the colon to introduce a list. • Know how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover	effectively across their writing • to order sentences (e.g. secondly, meanwhile, finally). • to add more information or further evidence/examples (e.g. Furthermore, in addition, moreover). • to say the opposite or to compare (e.g. whereas, however, on the other hand, although). • to explain (e.g. in order to, in case, due to the fact that and therefore). use of pronouns (e.g. he, she, it) • semantic cohesion (e.g. repetition of a word or phrase), • use of ellipsis • Draft and write narratives using language or sentence	string -ough including the /ph/ sound e.g. enough and the /o/ sound in dough and words spelt aught. • endings that sound like /sh/ and are spelled -cial or -tial • words ending in -able and -ible/-ably and ibly • words ending in -ant and -ent/ ance/-ancy or -ence/-ency • 'ch' makes 'k' sound; 'ch' makes 'sh' sound • Tricky words/easily confusable • Common exception words y5/6	• previously taught joins. • Size of punctuation and numbers in comparison to other letters. • consistency and size of letters • leaving an equal space between letters • speedwriting • printing • drafting and editing • Developing fluency • Practising overall presentation
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	Use the passive voice 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).		structures to create atmosphere, mood, enhance meaning or create pace. Edit work by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Be able to use a dictionary or thesaurus with confidence.	
Summer	Be able to use a range of verb forms in their writing with consideration for audience and purpose.	To consistently apply the taught punctuation so far. E.g full stops, capital letters, commas in a list, exclamation marks, question marks, apostrophes for contraction/ possession, inverted commas, commas for adverbial phrases/subordinate clauses /relative clauses, brackets, dashes or commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity.	- Demonstrate stamina in writing for a range of purposes and audiences. - Confidently use more ambitious or technical language accurately drawing on what they have read for ideas. - Exercise an assured and conscious control over levels of formality and verb forms manipulating grammar and	- Common exception words y5/6 - Etymology – words with the /s/ sound spelled 'sc' - Etymology – American and British spelling - Texting and spelling: what are the rules? - Be able to use a dictionary or thesaurus	

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			vocabulary to achieve this. Evaluate and edit by assessing the overall effectiveness of their own and others' writing and suggesting improvements to enhance meaning/effect.	with confidence.	
Key terminology: conjunction, adverb/adverbial, preposition, inverted commas (or “speech marks”), clause, subordinate clause, main clause, pronoun, possession, subordinating conjunction, co-ordinating conjunction, relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym					
Performance: - Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. - 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 audience. - Participate in discussions, presentations, performances, role play/improvisations and debates. Consider and evaluate different viewpoints, attending to and building on the contributions of others.					
Other guidance: Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. They should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. There should be opportunities to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Grammar should be taught explicitly: pupils should be taught the terminology and concepts and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.					

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