

# Powick CE Primary School

## Literacy Spine Year 6

### Reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in NC English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Pupils should be taught to 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
- Reading books that are structured in different ways and reading for a range of purposes
- 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
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- 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

Pupils should be taught to 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
- 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

Pupils should be taught to:

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- 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

Pupils should be taught to produce writing for four key purposes: to entertain, to persuade, to inform and to discuss.

Pupils should be taught to 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 – planning will be completed in a 'Magpie Book'
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Pupils should be taught to 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
- Summarising longer passages
- 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)

Pupils should be taught to 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
- Proofreading whole texts for spelling and punctuation errors

Pupils should perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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### Text Structure

#### Fiction

- Secure independent planning across story types - for example adventure/quest, suspense, cliff hangers, flashbacks/forwards, time slips
- Start a narrative at any point of the plot
- Maintain plot by consistently working from plan
- Develop and maintain character across longer texts

#### Non-fiction

- Secure independent planning across forms of non-fiction
- Express balanced coverage of a topic
- Link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. 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 (the omission of a word or phrase which is expected and predictable)
- Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions
- Use different techniques to conclude texts
- Use a range of layout devices appropriate to purpose to structure text - such as headings, sub-headings, columns, bullets, or tables
- Choose or create publishing formats to enhance text type and engage the reader

### Grammar

- Secure use of multi-clause sentences: main and subordinate clauses with a range of conjunctions
- Secure use of relative clauses beginning with who, where, where, when, whose, that or with an omitted relative pronoun
- Vary sentence structure, sentence openings and the order of clauses for effect
- Secure use of a range of verb forms: perfect, progressive, modal and subjunctive
- Use active and passive verbs to create effect and to affect presentation of information, identifying the subject and object in the clause: e.g. active: Tom accidentally dropped the glass; passive: the glass was accidentally dropped by Tom
- Use developed rhetorical questions for persuasion
- Use expanded noun phrases to convey complicated information concisely: e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing, for example:
  - The use of question tags - He's your friend, isn't he?
  - Omission of contractions in formal writing
  - The use of the subjunctive in some very formal writing and speech - If I were you...
  - Said versus reported, alleged, or claimed in formal speech or writing
- Build in literary features to create effects e.g. alliteration, onomatopoeia, similes, metaphors
- Understand how words are related as synonyms and antonyms

### Punctuation

Consolidate previously taught punctuation and secure the following:

- Use semi-colons, colons or dashes to mark boundaries between main clauses
- Use a colon to introduce a list and semi-colons within lists
- Punctuate bullet points consistently to list information
- Use brackets, dashes and commas for parenthesis
- Use commas to clarify meaning or avoid ambiguity
- Use hyphens to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*)

### Handwriting

Pupils should be taught to write legibly, fluently and with increasing speed by doing the following:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task

### Spelling

- Spell and use words from both statutory lists
- Use a dictionary and thesaurus independently, and understand their different uses
- Use 'Grow The Code' mat to support independent spelling, where necessary
- Understand that the history of words and relationships between them can also help with spelling: e.g. conscience and conscious are related to science - conscience is simply science with the prefix con- added. These words come from the Latin word *scio* meaning *I know*

Use No Nonsense Spelling to teach the following:

- Endings which sound like /ʃəs/ spelt -cious or -tious
- Endings which sound like /ʃəl/ spelt -tial / -cial
- Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
- Words ending in -able and -ible
- Words ending in -ably and -ibly
- Adding suffixes beginning with vowel letters to words ending in -fer
- Use of the hyphen
- Words with the /i:/ sound spelt ei after c
- Words containing the letter-string ough
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Homophones and other words that are often confused