Year 6 English Progression & Intent

The breakdown of objectives outlined below indicates the expectation term by term in which learners will be secure with the related knowledge, skills and understanding to fully achieve end of year expectations. Objectives are planned to be taught across the year at relevant points (indicated and tracked via medium term planning and implemented in short term planning) and each term objectives that have been secured will continue to be consolidated. Therefore the grid below should not be viewed just as a breakdown of objectives to be taught in each term but rather our intent for learners to secure these objectives progressively, building towards the overall achievement of all year group objectives collectively by the end of the academic year thereby securing age related expectations.

	Autumn	**Spring**	**Summer**
Spoken Language	◊ Listen and respond appropriately to adults & their peers ◊ Ask relevant questions to extend their understanding & knowledge ◊ Maintain attention & participate actively in collaborative conversations, staying on topic & initiating & responding to comments ◊ Speak audibly & fluently with an increasing command of Standard English	◊ Use relevant strategies to build their vocabulary ◊ Use spoken language to develop understanding through speculating, hypothesising, imagining & exploring ideas ◊ Participate in discussions, presentations, performances, role play, improvisations & debates ◊ Gain, maintain & monitor the interest of the listener(s)	◊ Articulate & justify answers, arguments & opinions ◊ Give well-structured descriptions, explanations & narratives for different purposes, including for expressing feelings ◊ Consider & evaluate different viewpoints, attending to & building on the contributions of others ◊ Select & use appropriate registers for effective communication
Reading			
Word Reading	◊ Apply their growing knowledge of root words, prefixes & suffixes (etymology & morphology) both to read aloud & to understand the meaning of new words they meet ◊ Read further exception & unfamiliar words, noting the unusual correspondences between spelling & sound, & where these occur in the word ◊ Decode words they may have already heard but not seen in print ◊ Read for sustained periods independently	◊ Reinforce correct pronunciation of words ◊ Read increasing challenging texts; including a variety of themes & viewpoints	
Comprehension	◊ Read books that are structured in different ways & read for a range of purposes ◊ Increase their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, & books from other cultures & traditions ◊ Recommend books that they have read to their peers, giving reasons for their choices ◊ Use dictionaries to check the meaning of words that they have read ◊ Retrieve & record information from non-fiction	◊ Identify & discuss themes & conventions in & across a wide range of writing ◊ Learn a wider range of poetry by heart ◊ Evaluate authors' language choices, their intent & the impact on the text ◊ Predict what might happen from details stated & implied ◊ Identify how language, structure, & presentation contribute to meaning	◊ Make comparisons within & across books ◊ Participate in discussions about books that are read to them & those they can read for themselves, building on their own and others' ideas & challenging views courteously ◊ Demonstrate full comprehension & independence ◊ Read for pleasure & purpose

	◊ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ◊ Ask questions to improve their understanding of a text ◊ Provide reasoned justifications for views ◊ Draw inferences & identify main ideas drawn from more than one paragraph & summarise these ◊ Using deduction to work out something the writer of a text has not directly said ◊ Provide reasoned justifications for their views ◊ Developing understanding & range of vocabulary & why the author has made the vocabulary choices in the text ◊ Predict what might happen from details stated & implied ◊ Learn poetry & plays to perform ◊ Participate in discussions about books		
Writing			
Transcription: Spelling	◊ Use further prefixes & suffixes & understand the guidance for adding them ◊ Spell some words with 'silent' letters (for example, knight, psalm, solemn) ◊ Continue to distinguish between homophones & other words which are often confused ◊ Use dictionaries to check the spelling and meaning of words ◊ Use the first two or three letters of a word to check its spelling in a dictionary ◊ Use a thesaurus effectively ◊ Spell words that are often misspelt (English Appendix 1) ◊ Spell all Y5&6 common exception words, as listed in English Appendix 1	◊ Use knowledge of morphology & etymology in spelling & understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	◊ Apply the concepts of word structure to spell correctly
Transcription: Handwriting	◊ Write legibly, fluently & with increasing speed by: - choosing which shape of a letter to use when given choices &deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task ◊ Choose the appropriate handwriting for a particular task (for example, labelling a diagram)		
Composition	◊ Plan their writing by:	◊ Plan their writing by: - using reading to inform writing	◊ Plan their writing by:

	- noting & developing initial ideas, drawing on reading and research where necessary - identifying the audience for and purpose of the writing - use devices to build cohesion within a paragraph - write for a range of audiences & purposes - produce longer crafted writing ◊ Draft & write by: - précising longer passages - in non-narrative material, using simple organisational devices (for example, headings & sub-headings) - 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 - link ideas using tense choices ◊ Evaluate & edit by: - assessing the effectiveness of their own & others' writing and suggesting improvements - proposing changes to grammar & vocabulary to improve consistency, including the accurate use of pronouns in sentences - roof-read for spelling and punctuation errors - ensuring the consistent and correct use of tense throughout a piece of writing ◊ Perform their own compositions, using appropriate intonation, volume, & movement so that meaning is clear	- in writing narratives, considering how authors have developed characters & settings in what pupils have read ◊ Draft & write by: - using a wide range of devices to build cohesion within & across paragraphs - using further organisational & presentational devices to structure text & to guide the reader [for example, headings, bullet points, underlining] ◊ Evaluate & edit by: - self-regulation and independence when editing	- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ◊ Draft & write by: - producing polished, mature writing across genres - using vocabulary for impact - using a full range of punctuation for effect ◊ Evaluate & edit by: - ensuring correct subject & verb agreement when using singular & plural - distinguishing between the language of speech - writing & choosing the appropriate register ◊ Use grammar to control meaning, tone & formality ◊ Debate, explain & justify ideas thoroughly
Vocabulary, Grammar & Punctuation	◊ Develop their understanding of the concepts set out in English Appendix 2 by: - recognising vocabulary & structures that are appropriate or formal speech - writing, including subjunctive forms	◊ Develop their understanding of the concepts set out in English Appendix 2 by: - use their knowledge of linguistic terms to discuss their writing	◊ Develop their understanding of the concepts set out in English Appendix 2 by: - learning the grammar for years 5 & 6 in English Appendix 2

	- using expanded noun phrases to convey complicated information concisely - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time & cause - use Standard English verbs forms accurately - use cohesive devices across paragraphs to link 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 - 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 - change formality appropriately ◊ Indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis - using hyphens to avoid ambiguity	◊ Indicate grammatical & other features by: - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently	- apply advanced grammar to written work to control tone & formality ◊ Use & understand the grammatical terminology in English Appendix 2 accurately & appropriately when discussing their writing & reading

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