

Year 6 English Objectives for planning

Spelling

- add suffixes beginning with vowel letters to words ending in -fer eg. referring, preferred, referee, preference.
- use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.
- distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.
- use dictionaries to check the spelling and meaning of words.
- use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- use a thesaurus with confidence.

Handwriting

- write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Composition

- change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.
- plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.
- plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.
- use grammar and vocabulary which is suited to the purpose of my writing.
- write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.
- draft and write by accurately précis longer passages.
- use different techniques to make my writing flow and link paragraphs.
- set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.
- give reasoned feedback on mine and others' work to improve it.

Vocabulary, Grammar and Punctuation

- change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.
- understand how words are related by meaning as synonyms and antonyms.
- use the passive to affect the presentation of information in a sentence.
- understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.

- use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text.
- 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 and use semicolons within lists.
- use bullet points to list information.
- use hyphens for clarity e.g. man eating shark or man-eating shark.
- understand the following words: subject, object, active, passive, synonym antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Reading

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling..
- Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
- read books that are structured in different ways for different purposes e.g. for fun or research.
- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.
- Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.
- Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.
- Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.
- understand how language, structure and presentation contribute to the meaning of a text.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for his/her views.

Speaking & Listening

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- 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.
- Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.

- Ask specific reasoned questions to improve his/her understanding.
- Identify and discuss themes and conventions in and across a wide range of writing with reasoning.
- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.
- Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.
- Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.