Literacy Core Expectations

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Poetry **Storms** **Fiction** **Giant's Necklace** **Non-Fiction** Journalistic Writing	**Poetry** **Suspense** **Fiction** (Warning) A series of unfortunate events **Non-Fiction** Letter of complaint	**Poetry** **Beasts** **Fiction** (Beating the Baddy) **Theseus and the Minotaur -make this into TFW?** **Non-Fiction** Information/persuasive leaflet (fantastic beasts and where to find them)	**Poetry** **Sea** (use writing models Pie Corbett p.4) **Fiction** (Portal) **Kensuke's Kingdom** **Non-Fiction** Discursive Texts	**Poetry-War Poetry** **Fiction** **Goodnight Mister Tom** **Non-Fiction** Non-chronological about Evacuation	**Poetry-** **Fiction** **Macbeth** **Non-Fiction** Persuasive advert for Macbeth/Lady Macbeth

Fiction units that are underlined and in bold are those that will be TFW units. All non-fiction texts should be taught in TFW writing, unless it is revising what has already been learnt.

Literature Spine

- **Holes by Louis Sachar**
- **Clockwork by Phillip Pullman**
- **The Hobbit by JRR Tolkein**
- **Skellig by David Almond**
- **Fireweed by Jill Paton Walsh**
- **River Boy by Tim Bowler**
- **Memorial by Shaun Tan (World War I)**

Key skills in Reading Year 6

Word reading **Pupils should be taught to:**	**Comprehension** **Pupils should be taught to:**
 • Fluently and effortlessly read a range of age appropriate texts. • Determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes.	• Demonstrate a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. • Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. • Demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions. • Recommend books to others based on own reading preferences, giving reasons for choice. • Learned a wide range of poetry by heart. • Explain how language, structure, and presentation, can contribute to the meaning of a text. • Draw on contextual evidence to make sense of what is read. • Comment on how language, including figurative language, is used to contribute to meaning. Naturally ask questions to enhance understanding of the text. • Is able to make comparisons across different texts. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Make predictions based on details stated and implied. • Distinguish between statements of fact and opinion. • In non-fiction, retrieve records and present information to the reader. • Identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph. • Explain and discusses understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where

Spelling Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency (Hinder/hindrance, exist/existence, assistant/assistance, obedient/obedience) **-Words endig in -able/-ably** (applicable/applicably (application), considerable/considerably (consideration), changeable, noticeable, dependable, comfortable, understandable, reasonable, enjoyable) **-Adding suffixes to root words ending in –fer** (referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference)	**-'i before e' rule** (**Exceptions**: *protein, caffeine, seize* (and *either* and *neither* if pronounced with an initial /iː/ sound). Example words: deceive, conceive, receive, perceive, ceiling, mischievous, achieve) **-Words containing letter string 'ough'** (ought, bought, thought, nought, brought, fought, rough, tough, enough, cough) **-Homophones** (aisle, isle, draft, draught, cereal, serial, descent, dissent) **- Endings which sound like / ʃəs/ spelt –cious or –tious** (vicious, precious, conscious, delicious, malicious,	**-Words ending in ible/-ibly** (responsible/responsibly, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly, forcible) **-Words containing letter string 'ough'** (though, although, dough, through, thorough, borough, plough, bough) **-Words with 'silent' letters** (island, solemn, thistle, yacht)	**-Adding suffixes to root words ending in –fer** (referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference) **--'i before e' rule** (**Exceptions**: *protein, caffeine, seize* (and *either* and *neither* if pronounced with an initial /iː/ sound). Example words: deceive, conceive, receive, perceive, ceiling, mischievous, achieve) **-Homophones** (assent, ascent, altar, alter, compliment, complement, desert, dessert)	**-Words ending in -ible/-able or –ibly/-ably** (applicable/applicably (application), considerable/considerably (consideration), changeable, noticeable, forcible, dependable, comfortable, understandable, reasonable, enjoyable, responsible/responsibly, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly) **- Endings which sound like / ʃəs/ spelt –cious or –tious** (vicious, precious, conscious, delicious, malicious, suspicious,	**-'i before e' rule** (deceive, conceive, receive, perceive, ceiling, mischievous, achieve) **-Words containing the letter string 'ough'** (ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough) **-Words with 'silent' letters** (island, solemn, thistle, yacht) **-Homophones** (assent, ascent, altar, alter, compliment, complement, desert, dessert)

| -Words with 'silent' letters (island, solemn, thistle, yacht) | suspicious, ambitious, cautious, fictitious, infectious, nutritious) | | | ambitious, cautious, fictitious, infectious, nutritious)
 -Words ending in –ant, –ance/–ancy, –ent, –ence/–ency (Hinder/hindrance, exist/existence, assistant/assistance, obedient/obedience) | |

Core Writing Skills Year 6

All children in Year 5 and 6:

Evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- 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.

Composition	Vocabulary, Punctuation and Grammar	Transcription
Consolidate Year 5 list • Use a variety of text layouts and organisation appropriate to purpose and audience. • Use appropriate choices of grammar and vocabulary to clarify and enhance meaning. • Blend action, dialogue and description in narrative to develop characterisation and to describe settings with atmosphere. • Use a range of non-narrative organisational and presentational devices, including columns, bullet points and tables to guide the reader. • Organise information logically to achieve coherence and secure use of cohesive devices. (**Semantic cohesion-**repetition of word or phrase, **grammatical connections-**use of adverbials such as on the other hand, in contrast or as a consequence, **elision-**layout devices, such as headings, subheadings, columns, bullets or tables to structure texts). • Use paragraphs to develop and expand ideas and secure use of linking ideas within and across paragraphs. • Deviate narrative from linear or chronological sequence,	• **Consolidate Year 5 list** • Use vocabulary and grammatical choices to suit formal and informal situations. • Use the full range of punctuation appropriately-this to include the use of a semi colon and dash to indicate stronger subdivision of a sentence than a comma; colons to introduce items on a list, brackets and bullet points. • Use hyphens accurately to avoid ambiguity (*e.g. man eating shark verses man-eating shark or recover verses re-cover).* • **Use relative clauses with wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.** • **Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty.** • Secure use of simple/embellished simple sentences. • Secure use of compound sentences. • Secure use of complex sentences beginning with a range of conjunctions	**Consolidate Year 5 list** • Spell words accurately including words with silent letters.

- flashbacks/simultaneous actions/suspense/cliff hangers.
- Use a range of techniques to engage the reader-comments, questions, observations, rhetorical questions.
- Use appropriate formal and informal styles of writing.
- Balance coverage of a topic in non-fiction texts

- Use active and passive verbs to create effect. *e.g. Active: Tom accidently dropped a glass. Passive: The glass was accidently dropped by Tom.*
- Use speech punctuation throughout a text and integrate dialogue into longer sentences.

Effect

- Manipulate sentences for effect.
- Select vocabulary appropriate to task, audience and purpose, for precision, including vocabulary typical of formal and informal speech. *(said versus reported, alleged, or claimed in formal speech and writing.)*
- Select vocabulary including language effects for purpose and impact. *(alliteration, onomatopoeia, similes and metaphors)*
- Use description, action and dialogue
- Address the reader directly with a clear purpose.
- 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*)

Terminology
Consolidate:
- Punctuation, letter/word, sentence, full stops, capitals, question mark, exclamation mark, 'speech marks', direct speech, inverted speech, bullet points, apostrophe contractions/possession, commas for sentence of 3-description, action, colon-instructions, parenthesis, bracket-dash
- Singular/plural, suffix/prefix, word family, consonant/vowel
- Adjective/noun, verb/adverb, bossy verbs-imperative, tense (past, present, future), modal verb, conjunction/connective, preposition, determiner/generaliser, pronoun-relative/possessive, clause, subordinate/relative clause, adverbial, fronted adverbial, rhetorical question.
- Cohesion, ambiguity, alliteration, simile-'as 'like', synonyms, metaphor, personification, onomatopoeia.

Introduce:
Active and passive voice, subject and object, hyphen, synonym, colon/semi-colon, bullet points.

Example of Fiction from Year 6, using the skills taught in the core expectations:

Eventually, Jack agreed to exchange the cow for the handful of magic beans, and whistling triumphantly, he wended his way back home.
Now, reader, can you imagine the look on his mother's face when Jack handed over the handful of beans? Yes you're right; she was absolutely furious and sent him straight to bed. Puzzled and exasperated, Jack's mother asked herself how she had produced such a dunce for a son. She tossed the beans out of the gaping mouth of the window, little knowing what was going to happen next.

Handwriting

NC-Pupils should be taught to:
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting,
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Self-assessment: evaluating handwriting	Self-assessment: checking the joins	Self-assessment: consistency of size
Self-assessment: letters resting on the baseline	Self-assessment: ascenders and descenders	Self-assessment: consistency of size of capitals and ascenders

Writing at speed: inappropriate closing of letters	Writing at speed: identifying unclosed letters	Writing at speed: spacing within words
Writing at speed: spacing between words	Play script project: collecting information	Play script project: recording ideas
Play script project: producing a draft	Play script project: publishing a play script	Play script project: evaluation
Information notice project: collecting and organising information		Information notice project: organizing information Information
notice project: producing a draft	Information notice project: publishing a notice	Information notice project: evaluation

Speaking and Listening Guidelines

	AF1 Talking to others	AF2 Talking with others	AF3 Talking within role-play and drama	AF4 Talking about talk
	Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content	Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions	Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues	Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others
Level 5	Across a range of contexts • express and explain relevant ideas and feelings, with some elaboration to make meaning explicit • shape talk in deliberate ways for clarity and effect to engage the listener • adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose and context	Across a range of contexts • recognise significant details and implicit meanings, developing the speaker's ideas in different ways • sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions	Across a range of contexts • show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios	Across a range of contexts • explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations
Level 4	Across a range of contexts • speak in extended turns to express straightforward ideas and feelings, with some relevant detail • structure talk in ways which support meaning and show attention to the listener • vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context	Across a range of contexts • show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas • take on straightforward roles and responsibilities in pairs and groups	Across a range of contexts • convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios	Across a range of contexts • show understanding of how and why language choices vary in their own and others' talk in different situations
Level 3	In most contexts • develop ideas and feelings through sustained speaking turns • organise talk to help the listener, with overall structure evident • adapt language and non-verbal features to suit content and audience	In most contexts • respond to the speaker's main ideas, developing them through generally relevant comments and suggestions • attempt different roles and responsibilities in pairs or groups	In most contexts • show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios	In most contexts • recognise and comment on different ways that meaning can be expressed in own and others' talk
Below level				
Insufficient evidence				
Overall assessment (tick one box only)	Level Low Secure High			