

English, Year 6, Bradshaw Hall Primary School

Spoken Language

Throughout Discovery Workshop, Literacy lessons and various aspects of the wider curriculum, we develop childrens use of spoken language to express themselves clearly and share thoughts, feelings and opinions.

Our children will be taught:

- To listen and respond appropriately to adults and their peers
- To ask relevant questions to extend their understanding and knowledge
- To use relevant strategies to build their vocabulary
- To articulate and justify answers, arguments and opinions
- To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- To speak audibly and fluently with an increasing command of Standard English
- To participate in discussions, presentations, performances, roleplay/improvisations and debates
- To gain, maintain and monitor the interest of the listener(s)
- To consider and evaluate different viewpoints, attending to and building on the contributions of others
- To select and use appropriate registers for effective communication.

Writing

In order to develop writing across the year, children begin a new unit of study with a Cold Write, where they are given a genre and purpose to write with no teaching. This then leads to teachers assessing current writing skills and adapt teaching to address misconceptions and develop writing further. Children then practise these skills in a Warm Write, before finally writing independently for a given purpose in a Hot Write. Children are given termly writing targets which focus on key writing skills to be developed. These adapt and change as the children show evidence of achieving these targets in their independent writing.

Our children will 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
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen.
- 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
 - Précising longer passages
 - Using a range of devices to build cohesion within/across paragraphs
 - Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
- 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
- To proofread for spelling and punctuation errors
- To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar & Punctuation

Grammar, punctuation and vocabulary is taught as part of Discovery Workshop. Where possible, this is linked to the current purpose of writing to support children making connections. Additionally, grammar, punctuation and vocabulary is integrated within the teaching of writing in literacy. This allows children to relate grammar learning with reading and real-life writing.

Our children will be taught:

- To develop their understanding of the concepts set out in Appendix 2 by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - Using passive verbs to affect the presentation of information in a sentence
 - Using the perfect form of verbs to mark relationships of time and cause
 - Using expanded noun phrases to convey complicated information concisely
 - Using modal verbs or adverbs to indicate degrees of possibility
 - Using relative clause beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
 - Learning the grammar for years 5 and 6 in Appendix 2
- To indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing
 - Using hyphens to avoid ambiguity
 - Using brackets, dashes or commas to indicate parenthesis
 - Using semicolons, colons or dashes to mark boundaries between independent clauses
 - Using a colon to introduce a list
 - Punctuating bullet points consistently
- To use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading

Spelling

The spelling patterns taught in Year 6, with example spellings, have been provided on the literacy page of the Bradshaw Hall website.

Our children will be taught:

- To use further prefixes and suffixes and understand the guidance for adding them
- To spell some words with 'silent' letters (for example, knight, psalm, solemn)
- To continue to distinguish between homophones and other words which are often confused
- To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- To use dictionaries to check the spelling and meaning of words
- To use the first 3 and 4 letters of a word to check spelling, meaning or both of these in a dictionary
- To use a thesaurus

Handwriting and Presentation

Where necessary, children will practise and develop handwriting and presentation skills. They will be given extra time within the timetable to support the development of these skills. When appropriate, children will also have handwriting targets alongside writing and reading targets to support them in understanding what they need to do to improve.

Our children will be taught:

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

Comprehension

We use Discovery Workshop to teach children the skills needed to understand a wide range of texts and relate understanding to purpose of the author. Reading skills are assessed weekly and teaching is adapted to suit the changing needs of the class.

Our children will be taught:

- To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
- To maintain positive attitudes to reading and an 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
- Understand what they mean 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 1 paragraph, identifying key details that support the main ideas
 - Identifying how language, structure and presentation contribute to meaning

- To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- To distinguish between statements of fact and opinion
- To retrieve, record and present information from non-fiction
- To 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
- To 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
- To provide reasoned justifications for their views.

Appendix 2

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>