 **Year 6 English National Curriculum coverage by topic**

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| **Reading- Word reading**  **Reading- Comprehension** | **Eye of the Wolf**  **Fiction 6.1** | **Amazing Inventions**  **Non-Fiction Unit 6.3** | **Mission: Save Pompeii**  **Non-Fiction Unit 6.1** | **‘Powerful Language ‘**  **Poetry Unit 6.1** | **‘Blood’ Non-fiction Unit 6.2** | **‘The great debate’ Live Unit 6.1** | **‘Leon and the Place between’**  **(‘salamander dream’ Fiction Unit 6.3** | **Word Detectives 6** | **‘A midsummer Night’s dream’**  **Live 6.2** | **‘Windrush Child’**  **(poetic Voice)**  **Poetry unit 6.2**  **Fiction Unit 6.2** |
| **Pupils should be taught to maintain positive attitudes to reading and understanding of what they 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. | ✓ | ✓ |  |  |  |  |  |  |  | ✓ |
| 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 | ✓ |  |  | ✓ |  |  |  |  | ✓ | ✓ |
| Identifying and discussing themes and conventions in and across a wide range of writing |  |  |  |  | ✓ |  |  |  |  |  |
| Making comparisons within and across books |  |  |  |  | ✓ |  |  |  |  | ✓ |
| Learning a wide 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 |  |  |  |  |  |  |  |  | ✓ | ✓ |

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| **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 form their actions and justifying inferences with evidence | ✓ |  |  |  |  |  | ✓ |  | ✓ |  |
| 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 meaning. |  |  |  |  | ✓ |  | ✓ |  | ✓ | ✓ |
| **Pupils should be taught to discuss and evaluate how author’s use language, considering the impact on the reader** | ✓ |  |  | ✓ |  |  | ✓ |  |  |  |
| **Pupils should be taught to distinguish between statements of fact and opinion** | ✓ | ✓ |  |  | ✓ |  |  |  |  | ✓ |
| **Pupils should be taught to retrieve, record and present information from non-fiction** | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |  |  | ✓ |
| **Pupils should be taught to participate in discussions about books that are red to them and those they can read for themselves, building on their own and other’s ideas and challenging views courteously.** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Pupils should be taught 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.** |  | ✓ |  |  | ✓ |  |  |  |  |  |
| **Pupils should be taught to provide reasoned justifications for their views** |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| **Spoken Language**  **Pupils should be taught to:** | **Eye of the Wolf**  **Fiction 6.1** | **Amazing Inventions**  **Non-Fiction Unit 6.3** | **Mission: Save Pompeii**  **Non-Fiction Unit 6.1** | **‘Powerful Language ‘**  **Poetry Unit 6.1** | **‘Blood’ Non-fiction Unit 6.2** | **‘The great debate’ Live Unit 6.1** | **‘Leon and the Place between’**  **(‘salamander dream’ Fiction Unit 6.3** | **Word Detectives 6** | **‘A midsummer Night’s dream’**  **Live 6.2** | **‘Windrush Child’**  **(poetic Voice)**  **Poetry unit 6.2**  **Fiction Unit 6.2** |
| **Pupils should be taught to** |  | | | | | | | | | | |
| Listen and respond appropriately to adults and their peers |  |  |  |  |  | ✓ |  |  |  | ✓ |
| Consider and evaluate different viewpoints, attending to and building on the contribution of others | ✓ |  |  |  |  | ✓ |  |  |  |  |
| Select and use appropriate registers for effective communication |  |  |  |  | ✓ |  |  |  |  |  |
| Ask relevant questions to extend their understanding and knowledge |  | ✓ |  |  | ✓ |  |  |  |  |  |
| Articulate and justify answers arguments and opinions |  | ✓ | ✓ |  |  | ✓ |  |  |  |  |
| Give well –structured descriptions, explanations and narratives for different purposes, including for expressing feelings | ✓ |  |  |  |  |  | ✓ |  |  |  |
| Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments |  | ✓ |  |  |  | ✓ |  |  |  |  |
| Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | ✓ | ✓ |  |  |  |  |  |  |  |  |
| Speak audibly and fluently with an increasing command of standard English |  | ✓ |  |  |  | ✓ |  |  | ✓ |  |
| Participate in discussions, presentations, performances, role play, improvisations and debates |  | ✓ |  |  |  | ✓ |  |  | ✓ |  |
| Gain, maintain and monitor the interest of the listener(s) |  | ✓ |  |  |  | ✓ |  |  | ✓ |  |

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| **Writing - Composition** | **Eye of the Wolf**  **Fiction 6.1** | **Amazing Inventions**  **Non-Fiction Unit 6.3** | **Mission: Save Pompeii**  **Non-Fiction Unit 6.1** | **‘Powerful Language ‘**  **Poetry Unit 6.1** | **‘Blood’ Non-fiction Unit 6.2** | **‘The great debate’ Live Unit 6.1** | **‘Leon and the Place between’**  **(‘salamander dream’ Fiction Unit 6.3** | **Word Detectives 6** | **‘A midsummer Night’s dream’**  **Live 6.2** | **‘Windrush Child’**  **(poetic Voice)**  **Poetry unit 6.2**  **Fiction Unit 6.2** |
| **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 research where necessary | ✓ | ✓ |  |  | ✓ |  | ✓ |  |  | ✓ |
| 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  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 | ✓ |  |  |  |  | ✓ |  |  | ✓ | ✓ |
| 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 |  | ✓ |  |  | ✓ |  |  | ✓ |  |  |
| **Pupils should be taught to proof read for spelling and punctuation errors** |  | ✓ |  |  | ✓ |  |  |  |  |  |
| **Pupils should be taught to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear** |  |  |  | ✓ |  |  |  |  | ✓ |  |

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| **Writing – Vocabulary, grammar and punctuation** | **Eye of the Wolf**  **Fiction 6.1** | **Amazing Inventions**  **Non-Fiction Unit 6.3** | **Mission: Save Pompeii**  **Non-Fiction Unit 6.1** | **‘Powerful Language ‘**  **Poetry Unit 6.1** | **‘Blood’ Non-fiction Unit 6.2** | **‘The great debate’ Live Unit 6.1** | **‘Leon and the Place between’**  **(‘salamander dream’ Fiction Unit 6.3** | **Word Detectives 6** | **‘A midsummer Night’s dream’**  **Live 6.2** | **‘Windrush Child’**  **(poetic Voice)**  **Poetry unit 6.2**  **Fiction Unit 6.2** |
| **Pupils should be taught to develop their understanding of the concepts set out in English 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 expanded noun phrases to convey complicated information concisely | ✓ |  |  |  |  |  | ✓ |  |  |  |
| 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 | ✓ |  |  |  |  |  | ✓ |  |  | ✓ |
| learning the grammar for years 5 and 6 in English Appendix 2 | ✓ | ✓ |  |  |  |  |  | ✓ |  |  |
| **Pupils should be taught 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 semi-colons, colons or dashes to mark boundaries between independent clauses | ✓ |  |  |  | ✓ |  |  |  |  |  |
| using a colon to introduce a list | ✓ |  |  |  |  |  |  |  |  |  |
| punctuating bullet points consistently |  | ✓ |  |  | ✓ |  |  |  |  |  |
| **Pupils should be taught to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading** | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Appendix 1**

**Spelling – work for years 5 and 6**

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| **Revise all work done in previous years** |

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| **New work for years 5 and 6** | | |
| **Statutory requirements** | **Rules and guidance (non-statutory)** | **Example words (non-statutory)** |
| Endings which sound like / əs/ ʃ spelt –cious or –tious | Not many common words end like this.  If the root word ends in **–ce,** the /ʃ/ sound is usually spelt as **c** – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.  **Exception**: anxious. | vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious |
| Endings which sound like /ʃəl/ | **–cial** is common after a vowel letter and **–tial** after a consonant letter, but there are some exceptions.  **Exceptions**: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province). | official, special, artificial, partial, confidential, essential |
| Words ending in –ant, –ance/–ancy, –ent, –ence/–ency | Use **–ant** and **–ance/–ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; **–ation** endings are often a clue.  Use **–ent** and **–ence/–ency** after soft c (/s/ sound), soft **g** (/dʒ/ sound) and **qu**, or if there is a related word with a clear / / ɛ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.  observant | observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)  innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)  assistant, assistance, obedient, obedience, independent, independence |
| Words ending in –able and –ible Words ending in –ably and –ibly | The **–able/–ably** endings are far more common than the **–ible/–ibly** endings. As with **–ant** and –**ance/–ancy**, the **– able** ending is used if there is a related word ending in –**ation.**  If the **–able** ending is added to a word ending in **–ce** or –**ge**, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –**able** ending.  The –**able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –**ation.** The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the **y** changes to **i** in accordance with the rule.  The **–ible** ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible). | adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration  changeable, noticeable, forcible, legible  dependable, comfortable, understandable, reasonable, enjoyable, reliable  possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly |
| Adding suffixes beginning with vowel letters to words ending in –fer | The **r** is doubled if the **–fer** is still stressed when the ending is added.  The **r** is not doubled if the **–fer** is no longer stressed. | referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference |
| Use of the hyphen | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. | co-ordinate, re-enter, co-operate, co-own |
| Words with the /i:/ sound spelt ei after c | The **‘i before e except after c’** rule applies to words where the sound spelt by **ei is /i:/.** **Exceptions**: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound). | deceive, conceive, receive, perceive, ceiling |
| Words containing the letter-string ough | **ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds. | ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough |
| Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the **gh** used to represent the sound that ‘ch’ now represents in the Scottish word loch. | doubt, island, lamb, solemn, thistle, knight |
| Homophones and other words that are often confused | In the pairs of words opposite, nouns end –**ce** and verbs end –**se**. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.  More examples:  aisle: a gangway between seats (in a church, train, plane).  isle: an island.  aloud: out loud.  allowed: permitted.  affect: usually a verb (e.g. The weather may affect our plans).  effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business).  altar: a table-like piece of furniture in a church.  alter: to change.  ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding.  bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal).  serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun).  complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit). | advice/advise device/devise licence/license practice/practise prophecy/prophesy  farther: further  father: a male parent  guessed: past tense of the verb guess  guest: visitor  heard: past tense of the verb hear  herd: a group of animals  led: past tense of the verb lead  lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon  mourning: grieving for someone who has died  past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)  passed: past tense of the verb ‘pass’ (e.g. I passed him in the road)  precede: go in front of or before  proceed: go on |
| Homophones and other words that are often confused (continued) | descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).  desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)  dessert: (stress on second syllable) a sweet course after the main course of a meal.  draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help)  draught: a current of air. | principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)  principle: basic truth or belief  profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving  stationery: paper, envelopes etc.  steal: take something that does not belong to you  steel: metal  wary: cautious  weary: tired  who’s: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?) |

**Word list – years 5 and 6**

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| accommodate  accompany  according  achieve  aggressive  amateur  ancient  apparent  appreciate  attached  available  average  awkward  bargain  bruise  category  cemetery  committee  communicate  community  competition  conscience\*  conscious\*  controversy  convenience  correspond  criticise (critic + ise)  curiosity  definite  desperate  determined  develop  dictionary  disastrous | embarrass  environment  equip (–ped, –ment)  especially  exaggerate  excellent  existence  explanation  familiar  foreign  forty  frequently  government  guarantee  harass  hindrance  identity  immediate(ly)  individual  interfere  interrupt  language  leisure  lightning  marvellous  mischievous  muscle  necessary  neighbour  nuisance  occupy  occur  opportunity  parliament | persuade  physical  prejudice  privilege  profession  programme  pronunciation  queue  recognise  recommend  relevant  restaurant  rhyme  rhythm  sacrifice  secretary  shoulder  signature  sincere(ly)  soldier  stomach  sufficient  suggest  symbol  system  temperature  thorough  twelfth  variety  vegetable  vehicle  yacht |
| **Notes and guidance (non-statutory)**  Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.  Understanding the history of words and relationships between them can also help with spelling.  **Examples**:   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.   The word desperate, meaning ‘without hope’, is often pronounced in English as desp’rate, but the –sper- part comes from the Latin spero, meaning ‘I hope’, in which the e was clearly sounded.   Familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as a. | | |

**Appendix 2**

**Vocabulary, grammar and punctuation**

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| **Year 6: Detail of content to be introduced (statutory requirement)** | |
| **Word** | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]  How words are related by meaning as synonyms and antonyms [for example, big, large, little]. |
| **Sentence** | Use of the **passive** to affect the presentation of information in a **sentence** [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].  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?, or the use of **subjunctive** forms such as If I were or Were they to come in some very formal writing and speech] |
| **Text** | 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 on the other hand, in contrast, or as a consequence], and **ellipsis**  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| **Punctuation** | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, It’s raining; I’m fed up]  Use of the colon to introduce a list and use of semi-colons within lists  **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] |
| **Terminology**  **for pupils** | subject, object  active, passive synonym, antonym  ellipsis, hyphen, colon, semi-colon, bullet points |