



Peel Hall Primary School

English Overview (Writing and Spoken Language)

Year 6					
Transcription		Composition		Vocabulary and Grammar	Punctuation
Spelling	Handwriting	Sentence Structure/Organisation	Editing and Redrafting		
<p>-use further prefixes and suffixes and understand the guidance for adding them</p> <p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>	<p>- write legibly, fluently and with increasing speed</p> <p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>-choosing the writing implement that is best suited for a task.</p> <p>-To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version</p> <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>	<p>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (including literary language, characterisation, structure, etc.).</p> <p>-recognising vocabulary and structures that are appropriate for formal speech and writing, [for example, find out – discover; ask for – request; go in – enter]including subjunctive forms</p> <p>- noting and developing initial ideas, drawing on reading and research where necessary</p> <p>- when writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>-Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus</p>	<p>-To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural</p> <p>-To habitually proofread for spelling and punctuation errors.</p> <p>-To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>-To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>	<p>-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>-Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>- using the perfect form of verbs to mark relationships of time and cause</p> <p>-using expanded noun phrases to convey complicated information concisely</p> <p>-develop their understanding of the concepts set out in English Appendix 2 (the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points)</p>	<p>-To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>-use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>-use brackets, dashes or commas to indicate parenthesis</p> <p>-using semi-colons, colons or dashes to mark boundaries between independent clauses (for example, It's raining; I'm fed up)</p> <p>- using a colon to introduce a list</p> <p>-use of semi-colons within lists</p> <p>- punctuating bullet points consistently</p>



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<p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p> <p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>-To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent)</p> <p>-continue to distinguish between homophones and other words which are often confused</p> <p>-To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license,</p>		<p>The window in the greenhouse was broken (by me)].</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: 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]</p> <p>-To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>-To regularly use dialogue to convey a character and to advance the action.</p> <p>- precise longer passages</p> <p>- use a wide range of devices to build cohesion within and across paragraphs [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <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 on the other hand, in contrast, or as a consequence], and ellipsis Layout</p>			
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<p>advice/advise). -use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use a thesaurus. -To spell many of the Y5 and Y6 statutory spelling words correctly.</p> <p>-To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).</p>		<p>devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] -To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>			
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Spoken Language

<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary 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 	<ul style="list-style-type: none"> 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 debate gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.
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Genre Overview

Fiction	Non Fiction
<p>Each half term the class will focus on a different narrative. Over the year, they will encounter narrative from a range of different genres.</p>	<p>Instructions</p>