

## Year 6 - National Curriculum Content Within the Mastery English Programme

English Reading		English Writing		
Word Reading	Comprehension	Composition	Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation - content
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● <b>maintain positive attitudes to reading and understanding of what they read by:</b> <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- 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</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- learning a wider range of poetry by heart</li> <li>- 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</li> </ul> </li> <li>● <b>understand what they read by:</b> <ul style="list-style-type: none"> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between statements of fact and opinion</li> <li>- retrieve, record and present information from non-fiction</li> <li>- participate in discussions about books that are read to them and those they can read for</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● <b>plan their writing by:</b> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>● <b>draft and write by:</b> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- précising longer passages</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>● <b>evaluate and edit by:</b> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof-read for spelling and punctuation errors</li> <li>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● <b>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</b> <ul style="list-style-type: none"> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- using passive verbs to affect the presentation of information in a sentence</li> <li>- using the perfect form of verbs to mark relationships of time and cause</li> <li>- using expanded noun phrases to convey complicated information concisely</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>● <b>indicate grammatical and other features by:</b> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> <li>- punctuating bullet points consistently</li> <li>- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> </li> </ul>	<p><b>Word</b></p> <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>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> <p><b>Sentence</b></p> <p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>]. 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 <b>subjunctive</b> forms such as <i>If I were or Were they to come</i> in some very formal writing and speech]</p> <p><b>Text</b></p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p><b>Punctuation</b></p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>]</p> <p><b>Terminology for pupils</b></p> <p>subject, object active, passive synonym, antonym</p>

	<p>themselves, building on their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- provide reasoned justifications for their views.</li> </ul>			<p>ellipsis, hyphen, colon, semi-colon, bullet points</p>
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Please note that the Mastery English Programme does not include spelling or handwriting, which should be addressed elsewhere on the timetable.

### Year 6 – Teacher Assessment Framework

English Writing		
Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• write for a range of purposes</li> <li>• use paragraphs to organise ideas</li> <li>• in narratives, describe settings and characters</li> <li>• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction, mostly correctly</li> <li>• spell most words correctly (years 3 and 4)</li> <li>• spell some words correctly (years 5 and 6)*</li> <li>• write legibly<sup>1</sup></li> </ul> <p>* These are detailed in the word lists within the Spelling Appendix to the National Curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.</p> <p><sup>1</sup> At this standard, there is no specific requirement for a pupil's handwriting to be joined.</p>	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• use the range of punctuation taught at Key Stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• spell correctly most words from the year 5 / year 6 spelling list,<sup>*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• maintain legibility in joined handwriting when writing at speed.<sup>2</sup></li> </ul> <p>*These are detailed in the word lists within the Spelling Appendix to the National Curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.</p> <p><sup>^</sup> This relates to punctuation taught in the National Curriculum, which is detailed in the Grammar and Punctuation Appendix to the National Curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.</p> <p><sup>2</sup> The National Curriculum states that 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'.</p>	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure):</li> <li>• distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register</li> <li>• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>• use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup></li> </ul> <p><sup>^</sup> This relates to punctuation taught in the National Curriculum, which is detailed in the Grammar and Punctuation Appendix to the National Curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.</p> <p><sup>3</sup> Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.</p>

Please refer to current moderation guidance and the latest version of the teacher assessment framework.

### Year 6 – Mastery English

	Autumn Term	Spring Term	Summer Term
<b>Whole Class Text</b>	<b>War Horse</b>	<b>The Secret Garden</b>	<b>The Spiderwick Chronicles- The Field Guide and The Seeing Stone</b>
<b>Author</b>	Michael Morpurgo	Frances Hodgson Burnett	Holly Black and Tony DiTerlizzi
<b>Themes</b>	The First World War, trenches, horses, alcoholism, family, soldiers, propaganda, survival, animal behaviour, friendship, bravery, courage.	Happiness, healing, selfishness, depression, friendship, isolation, recovery, transformation, positivity, nature, education.	Fantasy, family, divorce, mental health, adventure, magic, conflict, myths
<b>Knowledge Focus</b>	The First World War, the assassination of The Archduke Franz Ferdinand, the role of animals in the war, propaganda, social pressure, trenches, training animals, friendships.	Plants and animals, habitats, India, friendship, early 20 <sup>th</sup> century, social classes, education.	Geography of America, mental illness, fantasy and magic, classifying species, adaptation, transformation, famous hoaxes
<b>Text Specific Vocabulary</b>	Gangling, hubbub, clamber, conviction, instinctive, imitated, precaution, prowess, rudiments, abundance, gradually, foreboding, vehemently, negotiator, inevitable, apprehension, jodhpurs, regiment, lame, resent, jockey, trepidation, cavalry, buoyant, disembark, quayside, dismounting, hesitant, inseparable, fetlocks, trenches, incessantly, bayonet, bombardment, inexorably, regiment, authority, lavished, sacrilege, compensate, artillery, barrage, wounded, adulation, ration, prattle, jealousy, convoy, besieged, exuberant, meagre, incongruous, gunner, forelegs, raggedness, oblige, admiration, horseman, empathy, regal, serenity, surefooted, spontaneous, craters, stagnant, barbed wire, bombardment, no-man's land, crescendo, wafting, handkerchief, warily, cricket, rugby, immaculate, tentatively, euphoric, dread, tetanus, incredulous, casualties, dispatched, exhausted, inconsolable, diminish, auction, conspiracy, butcher, commiserate, rapturous, mutual, jealousy, vagaries.	Manor, amuse, native, India, servant, tyrannical, selfish, mysterious, veranda, blossom, insult, disdain, imploringly, appalling, fatal, bewilderment, scarcely, stricken, desolation, frown, neglected, mercy, contrary, doubt, quarrel, impudent, scorn, desolate, colonel, seldom, sallow, marred, discomfit, involuntary, dense, expanse, bleak, portrait, tapestry, turret, obsequious, servile, presume, sturdy, imperious, indignantly, vexed, humiliation, passionate, ancestor, subservient, sentiment, incredulously, abide, scarce, indignant, coax, surly, fledgling, conceited, meddling, languid, distinguish, torrent, perplexed, abundant, brocade, obliged, dialect, vixen, pert, perennial, elder, impudence, accustom, heathen, merely, sarcastic, venture, reluctantly, tremulous, intently, obstinate, defiantly, reverent, coarse, distend, fret, rouse, wretched, falter, liberty, solemnly, rebellious, invalid, clamber, agitated, rapture, scold, doleful, condescend, sneer, hysterical, relent, detest, implore, enrapture, vessel, hysteria, astonishing, inherent, unscrupulous, shrewd, stifling, recluse, conceal, hoarse, overwhelm, ravenous, threaten, rational, rumour, notwithstanding, fanciful, menagerie, transform, consort, morbid, procession, devote, reign, mellow, outrage, imperiously, gnarled, wraith, exultation, obstinacy, radiant, crevice, acquaintance, innocent, majestic, triumphant, revelation. Suspicion, dignified, abnormal, desperation, riot, gratitude, copious, gentry, tinge, repress, severe, convey, disconcerting, derived, atrophy, abiding, rapturous, perceive, vigour, gloat, hypochondriac, stagnant.	Tentative, rustle, scowl, shack, crevice, jagged, lug, hinge, fencing, chandelier, demented, knick-knack, eerie, ascent, pad(v), sibling, glare, pound (v), makeshift, dumbwaiter, sceptical, figure (v), snuff out, tilt, relief, profusion, garment, grime, seldom, dismay, malicious, flank, liberally, Intrigued, peer, caution, luminous, legible, poised, plead, heed, ire, leash, soliloquy, porcelain, milling around, wall sconce, creepy, trance, comprehend
<b>Writing Opportunities</b>	Narrative openings, narrative from an alternative point of view, newspaper article, persuasive speech, diary from the trenches, letter from the trenches.	Narrative- events of the next chapter, descriptive writing, newspaper article, balanced argument, longer narrative.	Setting description, poetry, persuasive letter, narrative ending, non-chronological report, balanced argument

<b>Key Grammar and Punctuation</b>	<p>Y6-specific Expanded noun phrases, fronted adverbials, semi-colons, pronouns, relative clauses, cohesion within and across paragraphs, simple, progressive and perfect verb forms, formal and informal language.</p> <p>Revision Simple, compound and complex sentences, commas, speech punctuation, reported speech, fact vs opinion, statements, questions, commands and exclamations,</p>	<p>Y6- Specific Semi-colons, colons, parenthesis, brackets, dashes, hyphens, subjunctive form, expanded noun phrase, formal language, passive and active voice, modal verbs, adverbials, present perfect tense, commas for clarity, cohesion, synonyms and antonyms</p> <p>Revision Prepositions, adjectives, commas, subordinate clauses, subordinating conjunctions, possessive apostrophes</p>	<p>Y6-specific Relative clauses, semi-colons, adverbs, fronted adverbials, dashes for parenthesis, formal and informal language, subjunctive forms, cohesion, hyphens, synonyms and antonyms.</p> <p>Revision Conjunctions, nouns, verbs, statements, questions, commands and exclamations, contractions, apostrophes of possession, compound adjectives, complex sentences, paragraphing, subheadings, relative pronouns.</p>
<b>Features of effective writing</b>	<p>Dialogue, summarising, alliteration, rhyme, puns, headlines, direct speech, reported speech, repetition, rhetorical questions, emotive language, introduction, conclusion, exploration of senses.</p>	<p>Dialogue, formal language, conventions of letter writing, descriptive language</p>	<p>Mood, similes, metaphors, personification, exploration of senses, summarising, rhyme, repetition (poetry) , rhythm, alliteration, onomatopoeia, rhetorical questions, repetition (persuasive), exaggeration, formal language, informal language, emotive language, introduction, conclusion, cliff-hanger endings, twist endings, note-taking.</p>