
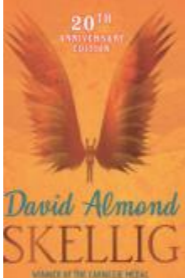






YEAR 6 SPEAKER	YEAR 6 READER		YEAR 6 WRITER		
Speaking and Listening	Word reading	Comprehension	Spelling	Composition	Grammar and punctuation
<ul style="list-style-type: none"> I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. I ask questions to develop ideas and take account of others' views. I explain ideas and opinions giving reasons and evidence. I take an active part in discussions and can take on different roles. I listen to, and consider the opinions of, others in discussions. I make contributions to discussions, evaluating others' ideas and respond to them. I can sustain and argue a point of view in a debate, using the formal language of persuasion. I can express possibilities using hypothetical and speculative language. I engage listeners through choosing appropriate vocabulary and register that is matched to the context. I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere. 	<ul style="list-style-type: none"> I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. I can read fluently, using punctuation to inform meaning. 	<ul style="list-style-type: none"> I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. I can read books that are structured in different ways. I can recognise texts that contain features from more than one text type. I can evaluate how effectively texts are structured and presented. I can read non-fiction texts to help with my learning. I read accurately and check that I understand. I can recommend books to others and give reasons for my recommendation. I can identify themes in texts. I can identify and discuss the conventions in different text types. I can identify the key points in a text. I can recite a range of poems by heart, e.g. narrative verse, sonnet. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> I can convert verbs into nouns by adding a suffix. I can distinguish between homophones and other words which are often confused. I can spell the commonly misspelt words from the Y5/6 word list. I understand that the spelling of some words need to be learnt specifically. I can use any dictionary or thesaurus. I use a range of spelling strategies. 	<ul style="list-style-type: none"> I can identify the audience for and purpose of the writing. I can choose the appropriate form and register for the audience and purpose of the writing. I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. I use a range of sentence starters to create specific effects. I can use developed noun phrases to add detail to sentences. I use the passive voice to present information with a different emphasis. I use commas to mark phrases and clauses. I can sustain and develop ideas logically in narrative and non-narrative writing. I can use character, dialogue and action to advance events in narrative writing. I can summarise a text, conveying key information in writing. 	<p><u>Sentence structure</u></p> <ul style="list-style-type: none"> I can use the passive voice. I vary sentence structure depending whether formal or informal. <p><u>Text structure</u></p> <ul style="list-style-type: none"> I can use a variety of organisational and presentational devices correct to the text type. I write in paragraphs which can clearly signal a change in subject, time, place or event. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> I can use the semi-colon, colon and dash. I can use the colon to introduce a list and semi-colon within lists. I can use a hyphen to avoid ambiguity.
			<p>Handwriting</p> <ul style="list-style-type: none"> I can choose the style of handwriting to use when given a choice. I can choose the handwriting that is best suited for a specific task. 		
GENRES	GENRES	GENRES	GENRES	GENRES	GENRES
<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>
					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

