

ST FRANCIS XAVIER CATHOLIC PRIMARY SCHOOL  
**Progression Map for English: Year 6**

UPDATED 2019

WORD READING To read words accurately	COMPREHENSION To understand texts	TRANSCRIPTION To spell correctly	HANDWRITING To present neatly*	COMPOSITION 1) To write with purpose; 2) use imaginative description; 3) organise writing; appropriately; 4) use paragraphs; 5) use sentences appropriately	VOCABULARY, GRAMMAR AND PUNCTUATION Learning Lenses Focus
<p><b>The pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li><i>There should be no need for further direct teaching of word reading skills for almost all pupils. If any children struggle, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter Year 5 not being able to do so.</i></li> <li><i>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</i></li> </ul>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <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> <li>Provide reasoned justifications for their views.</li> </ul> <p><b>Understand what they read by:</b></p> <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,</li> <li>identifying key details that support the main ideas;</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 themselves, building on their own and others' ideas and challenging views courteously.</li> <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> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>Use knowledge of morphology and etymology in relative pronoun, spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus.</li> </ul>	<p><b>Write legibly, fluently and with increasing speed by:</b></p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited for a task.</li> </ul>	<p><b>Plan their writing by:</b></p> <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 compositions;</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> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</li> <li>narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action;</li> <li>precising 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, statements, underlining].</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing;</li> <li>proposing changes to Vocabulary, Grammar &amp; 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>	<p><b>Develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g., find out – discover; ask for – request; go in – enter).</li> <li>How words are related by meaning as synonyms and antonyms (e.g., big, large, little).</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence (e.g., I broke the window in the greenhouse versus The window in the greenhouse was broken [by me])</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g., „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).</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g., the use of adverbials such as „on the other hand" , „in contrast" , or „as a consequence"), and ellipsis.</li> <li>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g., „It"s raining; I"m fed up.").</li> <li>Use of the colon to introduce a list and use of semi-colons within lists.</li> <li>Punctuation of bullet points to list information.</li> <li>How hyphens can be used to avoid ambiguity (e.g., man eating shark versus man-eating shark, or recover versus re-cover).</li> </ul> <p><b>Terminology for pupils</b></p> <ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 (Year 6) accurately and appropriately when discussing their writing and reading: subject, object; active, passive; synonym, antonym; ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>