



Boreham Primary School
English Curriculum



Year 6

Speaking and Listening

- I can use questions to build knowledge
- I can use spoken language to speculate, hypothesise and explore
- I can perform and share my writing fluently and with a range of expression
- I can articulate arguments and opinions
- I can use appropriate register and language
- I build on others ideas and opinions in discussion

Reading

Word Recognition

- I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words
- I read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- I can read the vast majority of the words on the year 5/6 word list

Comprehension

- I can maintain positive attitudes towards reading and understanding of texts and participate in discussions about books that I read independently or that are read to me
- I enjoy reading a wide range of narrative genres including: classic and traditional stories, flashbacks, poems, playscripts and non-fiction texts
- I ask questions to improve and deepen my understanding of a wide variety of texts further
- I re-read to deepen my understanding of a text
- I question others' ideas about a text
- I actively seek the meaning of any words or language not understood with increasing independence
- I use a dictionary, questioning or discussion to check or find the meaning of new words with increasing independence
- I can explain how the style and vocabulary are linked to the purpose of the text, using evidence
- I evaluate the usefulness of different non-fiction texts by comparing how different writers present the same information
- I can explain the characteristics of a writer's style using evidence from a text
- I can explain how the word and language choices support the writer's purpose using evidence
- I can comment on the effectiveness of the writer's use of language structures and techniques
- I know that non-fiction texts may include a creative, fictional element
- I can retrieve and record information from non-fiction
- I can explain how the choices a writer has made about the structure of a text support its purpose
- I can make predictions using knowledge of the conventions of different genres and text types
- I understand that non-fiction text types may present the same information with different viewpoints
- I can explain the different layers of meaning in a text and how they contribute to the reader's overall understanding of characters and themes
- I make predictions from information found and implied
- I summarise the main ideas drawn from a text as well as information from different parts of a text in sentences and identify key details that support the main ideas
- I use strategies to explore the meaning of figurative language and other words in context
- I can explain how the techniques used create feelings, atmosphere, mood or messages
- I know that the context in which a book was written can affect a text. For example, a classic text reflects how an audience of that time will react



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- I can explain how the context of a text reflects the reaction of the audience it was written for
- I identify themes in books that have different cultural, historical or social contexts
- I compare and contrast themes in a range of books, using evidence from a range of texts
- I make connections between texts which may not initially seem similar and can explain why there are connections using evidence from texts
- I can explain the similarities and differences between different versions of texts
- I can give a personal point of view about a text and explain this using evidence from the text
- I understand that the writer may have a viewpoint and can explain the writer's point of view using evidence from the text
- I can explain the effect of the author's point of view on the reader
- I identify and explain implied points of view using evidence from the text
- I understand that a narrative can be told from different points of view - narrator, character
- I can explore how events are viewed from another perspective
- I understand the difference between fact and opinion and find examples in texts
- I use point, evidence and explanation (PEE) to respond to questions about texts
- I can sequence events in model texts
- I can analyse the features of different text types with increasing awareness of why they have been used to create specific effects
- I record examples of techniques and structures from reading to use in my own writing



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Writing		
Composition	Vocabulary, Grammar and Punctuation	Handwriting and Spelling
<ul style="list-style-type: none"> I can write for a range of purposes and audiences I can plan my writing independently I use paragraphs correctly so that each one has a clear topic and has a signal of change in time, place or event (TIP TOP) I adapt the grammar and vocabulary used in my writing to suit the audience and purpose (choose the appropriate register, structure, layout) I create atmosphere and describe settings effectively by using antonyms and synonyms to enhance description I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms I describe and integrate dialogue to convey character and advance the action I add detail to my writing by using expanded noun phrases to add precision, detail and qualification I can manipulate models from my reading and integrate them effectively into my writing I can use further organisational and presentational devices to structure a text and guide the reader (eg. headings, sub-headings, columns, bullet points and underlining) I proof read and edit my work to check for spelling, punctuation and grammatical errors to ensure a high level of accuracy My published work shows evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and impact the reader I effectively draft my work so that I enhance the meaning and adapt my grammar choices for effect 	<ul style="list-style-type: none"> I can use the correct tense throughout a piece of writing I use imaginative vocabulary choices precisely and appropriately to create impact and enhance meaning I use pronouns and synonyms to build cohesion and avoid repetition in my writing I use modal verbs appropriately to suggest degrees of possibility I add precision, detail and qualification using prepositional phrases and adverbs I use a range of cohesive devices including adverbials within and across sentences and paragraphs (pronouns, fronted adverbials, conjunctions, similes, -ing, -ed, double -ly adverb openers, repetition of key words for effect, prepositional phrases, tenses are secure, ellipses in narratives) I ensure I use correct subject verb agreement in singular and plural I use a wide range of clause structures, sometimes varying their position within the sentence I use structures typical of formal speech including the subjunctive (eg. If I were, Were they to come, he is your friend isn't he?) I use the passive voice to [present information with a different emphasis (eg. I broke the window of the greenhouse, The window of the greenhouse was broken by me) I can use commas to correctly mark phrases and clauses for clarity I make correct use of the full range of punctuation expected at KS2 including: full stops, commas, question marks, exclamation marks, inverted commas, brackets, colons to start lists, apostrophes for contraction/possession I can use punctuation for parenthesis including brackets, dashes and commas I can punctuate bullet points to list information I can use hyphenated words I use colons and semi-colons to link clauses I can use semicolons to separate items in a list I can distinguish between the language of speech and narration and choose the appropriate structure I can exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this 	<p>Spelling</p> <ul style="list-style-type: none"> I use and apply a range of spelling strategies eg. mnemonics, highlight words within words, common letter strings/patterns I ensure I use the correct homophone I spell most words with silent letters I change verbs into nouns by adding suffixes (eg. tion, sion, ment) I make sure I can spell the vast majority of words that appear in the Year 5 and 6 word list I use the first three or four letters in a word to check its spelling in a dictionary I use a dictionary to check the meaning of new vocabulary <p>Handwriting</p> <ul style="list-style-type: none"> I consistently use joined handwriting at speed, sustain legibility and effectively space lines of writing so that ascenders and descenders do not touch



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