

English - Progression: Year 6

Spelling	<ul style="list-style-type: none"> *Endings which sound like /ʃəl/ spelt -cial & -tial *Adding suffixes beginning with vowel letters to words ending in -fer *Homophones and other words that are often confused (varied by -ce/-se endings) *Endings which sound like /ʃəs/ (she, chef and farmer and sit, miss, cell) spelt -cious or -tious *Words ending in -ant / -ance / -ancy / -ent / -ence / -ency *Words ending in -ible / -able / -ibly / -ably *Homophones and other words that are often confused *words from the statutory Y5/6 word list *words from the statutory Y3/4 word list *plurals *apostrophes for contraction & possession *Use a dictionary *Use a thesaurus *Proof-reading
Handwriting <i>(Years 5 & 6)</i>	<p>Revision and ongoing assessment of letter formation, sizing & positioning and joins</p> <p>Practise improving fluency and presentation</p>
Composition <i>(Introduced in Year35 & reinforced in Year 6)</i>	<ul style="list-style-type: none"> *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own *noting and developing initial ideas, drawing on reading and research where necessary *in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action *precising longer passages *using a wide range of devices to build cohesion within and across paragraphs *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] *assessing the effectiveness of their own and others' writing *proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *ensuring the consistent and correct use of tense throughout a piece of writing *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register *proof-read for spelling and punctuation errors *perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Word Level <i>(Vocab & Grammar)</i>	<ul style="list-style-type: none"> *The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing *How words are related by meaning as synonyms and antonyms *Definite and indefinite articles *Adverbs of time, manner, frequency and place *Nouns – abstract, collective, common and proper
Sentence Level <i>(Vocab & Grammar)</i>	<p>The difference between vocabulary and structures typical of informal speech and vocabulary and structures appropriate for formal speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"> *Use of passive verbs to affect the presentation of information in a sentence *Subject, verb and object
Text Level <i>(Vocab & Grammar)</i>	<ul style="list-style-type: none"> *Layout devices *Linking ideas across paragraphs using a wider range of cohesive devices: Use of the ellipsis to show that a word has been missed out or a sentence is not finished (Y6 punctuation)
Punctuation	<ul style="list-style-type: none"> *Use of the semi-colon, colon and dash to mark the boundary between independent clauses *Use of the colon to introduce a list and use of semi-colons within lists *Punctuation of bullet points to list information *How hyphens can be used to avoid ambiguity (Y6 spelling) *Use of the ellipsis to show that a word or a phrase that is expected and predictable has been omitted or a sentence is not finished (Y6 text level)
VGPS Terminology	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>