Year 6

English

Reading – Word Reading	Reading - Comprehension	Writing - Transcription	Writing - Handwriting	Writing - Composition	Writing – Vocabulary, Grammar and Punctuation
Pupils should be taught to: ▪ 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.	Pupils should be taught to: ▪ maintain positive attitudes to reading and understanding of what they read by: ➢ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ➢ reading books that are structured in different ways and reading for a range of purposes ➢ 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 ➢ recommending books that they have read to their peers, giving reasons for their choices ➢ identifying and discussing themes and conventions in and across a wide range of writing ➢ making comparisons within and across books ➢ learning a wider range of poetry by heart ➢ 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 ▪ understand what they read by: ➢ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ➢ asking questions to improve their understanding	**Spelling (see English Appendix 1)** Pupils should be taught to: ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus.	**Writing – handwriting and presentation** Pupils should be taught to: ▪ write legibly, fluently and with increasing speed by: ➢ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ➢ choosing the writing implement that is best suited for a task.	Pupils should be taught to: ▪ plan their writing by: ➢ 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 ▪ draft and write by: ➢ 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 ➢ précising 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] ▪ evaluate and edit by: ➢ assessing the effectiveness of	Pupils should be taught to: ▪ develop their understanding of the concepts set out in English Appendix 2 by: ➢ vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ➢ using passive verbs to affect the presentation of information in a sentence ➢ using the perfect form of verbs to mark relationships of time and cause ➢ using expanded noun phrases to convey complicated information concisely ➢ using modal verbs or adverbs to indicate degrees of possibility ➢ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ➢ learning the grammar for years 5 and 6 in English Appendix 2 ▪ indicate grammatical and other features by: ➢ using commas to clarify

	➢ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ➢ predicting what might happen from details stated and implied ➢ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ➢ identifying how language, structure and presentation contribute to meaning ▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ distinguish between statements of fact and opinion ▪ retrieve, record and present information from non-fiction ▪ 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 ▪ 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 ▪ provide reasoned justifications for their views.			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.	meaning or avoid ambiguity in writing ➢ using hyphens to avoid ambiguity ➢ using brackets, dashes or commas to indicate parenthesis ➢ using semi-colons, colons or dashes to mark boundaries between independent clauses ➢ using a colon to introduce a list ➢ punctuating bullet points consistently ▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Year 5 and Year 6 Spelling Statutory Content

Revise work done in previous years.

	Example Words
Endings which sound like /ʃəs/ spelt –cious or –tious	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in –able and –ible Words ending in –ably and –ibly	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Adding suffixes beginning with vowel letters to words ending in –fer	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	doubt, island, lamb, solemn, thistle, knight

Homophones and other words that are often confused	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb *guess* guest: visitor heard: past tense of the verb *hear* herd: a group of animals led: past tense of the verb *lead* lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*) passed: past tense of the verb 'pass' (e.g. *I passed him in the road*) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of *who is* or *who has* whose: belonging to someone (e.g. *Whose jacket is that?*)

Year 5 and Year 6 Statutory Word List

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available	average awkward bargain bruise category cemetery committee communicate community competition	conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined	develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence	explanation familiar foreign forty frequently government guarantee harass hindrance identity	immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle	necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice	privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme	rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest	symbol system temperature thorough twelfth variety vegetable vehicle yacht

Year 6 Vocabulary, Grammar and Punctuation – Statutory Requirements	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *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]
Text	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] 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 [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Mathematics – Year 6

Number – Number and Place Value	Number – Addition, Subtraction, Multiplication and Division	Number – Fractions (including decimals and Percentages)	Ratio and Proportion	Measurement	Geometry – Properties of Shapes
Pupils should be taught to: ▪ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit ▪ round any whole number to a required degree of accuracy ▪ use negative numbers in context, and calculate intervals across zero ▪ solve number and practical problems that involve all of the above.	Pupils should be taught to: ▪ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ▪ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ▪ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context ▪ perform mental calculations, including with mixed operations and large numbers ▪ identify common factors, common multiples and prime numbers ▪ use their knowledge of the order of operations to carry out calculations involving the four operations ▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ▪ solve problems involving addition, subtraction, multiplication and division ▪ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	Pupils should be taught to: ▪ use common factors to simplify fractions; use common multiples to express fractions in the same denomination ▪ compare and order fractions, including fractions > 1 ▪ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions ▪ multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] ▪ divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] ▪ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] ▪ identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places ▪ multiply one-digit numbers with up to two decimal places by whole numbers ▪ use written division methods in cases where the answer has up to two decimal places ▪ solve problems which require answers to be rounded to specified degrees of accuracy ▪ recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Pupils should be taught to: ▪ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts ▪ solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison ▪ solve problems involving similar shapes where the scale factor is known or can be found ▪ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	Pupils should be taught to: ▪ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate ▪ use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places ▪ convert between miles and kilometres ▪ recognise that shapes with the same areas can have different perimeters and vice versa ▪ recognise when it is possible to use formulae for area and volume of shapes ▪ calculate the area of parallelograms and triangles ▪ calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].	Pupils should be taught to: ▪ draw 2-D shapes using given dimensions and angles ▪ recognise, describe and build simple 3-D shapes, including making nets ▪ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons ▪ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius ▪ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Statistics	Geometry – Position and Direction	Algebra			
Pupils should be taught to: ▪ interpret and construct pie charts and line graphs and use these to solve problems ▪ calculate and interpret the mean as an average.	Pupils should be taught to: ▪ describe positions on the full coordinate grid (all four quadrants) ▪ draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	Pupils should be taught to: ▪ use simple formulae ▪ generate and describe linear number sequences ▪ express missing number problems algebraically ▪ find pairs of numbers that satisfy an equation with two unknowns ▪ enumerate possibilities of combinations of two variables.			