

Objectives for Year 6 Term 2

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Agree and disagree constructively with others' views Identify and adopt the features of formal register Successfully counter another argument during a debate or discussion</p> <p>Drama Sustain a character in role</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Being a Reader Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including classic fiction Discuss and compare a range of children's authors and poets (including classic authors) Read for a range of purposes Learn classic poems by heart Identify, discuss and compare themes Use pertinent and technically specific vocabulary when talking about books Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</p> <p>Reading Comprehension Check that the text makes sense to them and use questioning and discussion to further their understanding Empathise with emotions in deeper texts Answer a range of question types on single and multiple texts Refine and verify predictions in discussion with others Summarise the key points in a more complex text, using their own words to establish clear meaning Revise conclusions based on new evidence in the text Develop explanations of inferred meanings</p>	<p>Planning, Composing and Evaluating Develop their own ideas for writing through reading, research and personal experience Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form and subject when writing non-fiction Ensure that the content and style of writing accurately reflects the purpose Experiment with writers' techniques borrowed from book, screen and stage Use informal and formal structures and style appropriate to the reader Ensure writing is controlled and balanced Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables Add depth and detail to paragraphs Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc. Use speech to advance action Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Change vocabulary and grammar to enhance effects and clarify meaning Check that the appropriate register is being used Improve their writing style by adding new</p>	<p>Spelling Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Spell ie and ei words e.g. piece, deceive Spell words containing the letter string ough Make the correct spelling choice for unstressed vowels in polysyllabic words Use knowledge of word roots, prefixes and suffixes to aid spelling Spell and use common homophones Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Develop a neat, personal, handwriting style Use an appropriate and cohesive style in work produced using on-screen media</p>

	<p>Explain the series of choices an author has made in structuring and organising their text</p> <p>Describe and evaluate the choices an author has made in their use of language</p> <p>Explain purpose and viewpoint with reference to evidence in the text</p> <p>Explain in detail how the contexts in which texts are written contribute to meaning</p> <p>Being a Researcher</p> <p>Extend note-taking by grouping and linking notes and using abbreviations</p> <p>Orchestrate a full range of research skills to conduct and present an independent research project</p>	<p>techniques to their repertoire (see Appendix A – year 6)</p> <p>Select and use stylistic devices to support the purpose and effect of writing</p> <p>Grammar, Punctuation and Vocabulary</p> <p>Use correct grammatical terminology when discussing their writing</p> <p>Understand the basic subject, verb, object structure of a sentence</p> <p>Understand and recognise active and passive voice</p> <p>Use passive voice appropriately in writing</p> <p>Recognise and understand ‘the subjunctive’ e.g. If Fred were here, things would be different</p> <p>Use the ‘perfect form’ of verbs for effect</p>	
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