

**Objectives for Year 6 Term 1**

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

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Give and justify an opinion in an appropriate manner <i>Make notes when listening for a sustained period</i> Use the conventions and language of formal debate</p> <p><b>Drama</b> <i>Interpret and rehearse scenes from published plays</i></p>	<p><b>Word Reading</b> Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p><b>Being a Reader</b> Read and <i>critically</i> discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including myths and legends <i>Discuss and compare a range of children’s authors and poets</i> Read for a range of purposes Prepare poems to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and <i>word emphasis</i> so that the meaning is clear to an audience Identify, discuss and <i>compare</i> themes <i>Use pertinent and technically specific vocabulary when talking about books</i> Show an understanding of texts through formal presentation and debate</p> <p><b>Reading Comprehension</b> Check that the text makes sense to them and use questioning and discussion to further their understanding <i>Empathise with emotions in deeper texts</i> 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</p>	<p><b>Planning, Composing and Evaluating</b> Develop their own ideas for writing through reading, research and <i>personal experience</i> Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience <i>Choose form and subject when writing poetry and non-fiction</i> Ensure that the content and style of writing accurately reflects the purpose Borrow and adapt writers’ techniques from book, screen and stage <i>Ensure writing is lively interesting and thoughtful</i> <i>Vary structure to expand ideas and provide emphasis</i> Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables Manipulate word order for effect <i>Use reported speech appropriately</i> Use speech to convey and <i>develop</i> a character 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 <i>Improve their writing style by adding new</i></p>	<p><b>Spelling</b> Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words <i>Investigate spelling patterns and conventions</i> Use a thesaurus Add suffixes beginning with vowel letters to words ending in -fer Spell common words which feature hyphens <i>Spell words with the prefix tele-</i> <i>Spell words with the prefix circum-</i> Spell and use common homophones Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature <i>Choose the correct spelling by using a visual strategy ('Does it look right?')</i></p> <p><b>Handwriting and Presentation</b> Develop a neat, personal, handwriting style Choose the writing implement that is appropriate to the task</p>

	<p>meanings Explain the series of choices an author has made in structuring and organising their text Identify formality in texts and the use of standard and non-standard English Compare differing purposes and viewpoints in texts on similar topics Explain in detail how the contexts in which texts are written contribute to meaning</p> <p><b>Being a Researcher</b> Extend note-taking by grouping and linking notes and using abbreviations 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) Select and use stylistic devices to support the purpose and effect of writing</p> <p><b>Grammar, Punctuation and Vocabulary</b> Use correct grammatical terminology when discussing their writing Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page Understand how colons are used Use colons appropriately Understand how semi-colons are used Use semi-colons appropriately Understand how dashes are used for marking the boundaries between independent clauses Use dashes to mark the boundaries between independent clauses Understand how to use punctuation with bullet points Use punctuation consistently with bullet points Understand and explore synonyms and antonyms</p>	
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