

Literacy Basic Skills Overview - Year 6

This document highlights the essential skills that need to be securely learned in Year 6 to enable pupils to build on this knowledge and make progress in Year 7. It is not the Year 6 assessment framework. To ensure there are no gaps in children's learning, Year 7 teachers should use this document at the start of the academic year to analyse pupils' work. Teachers should focus on the objectives highlighted in yellow to determine whether children are secure in these basic skills, or whether consolidation is needed before moving onto the Year 7 curriculum.

| Writing - Composition | Writing - Transcription | Writing - Vocabulary, Grammar and Punctuation |
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| <p>Planning</p> <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. <p>Drafting and Writing:</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). In narratives, describe settings, characters and atmosphere. Integrate dialogue in narratives to convey character and advance the action. Select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. <p>Evaluation and Editing:</p> <ul style="list-style-type: none"> 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. <p>Proofreading:</p> <ul style="list-style-type: none"> Proofread for spelling and punctuation errors. | <p>Spelling: <i>See spelling diagnostic and progression for all spelling rules. This can be used for assessment.</i></p> <ul style="list-style-type: none"> Revision from Year 5. Year 6 spelling rules and guidance. Spell correctly most words from the year 5/6 spelling list. Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Words including a hyphen. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word). Homophones and other words that are often confused. Use further prefixes and suffixes and understand the guidance for adding them. 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 a thesaurus. <p>Handwriting and Presentation:</p> <ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letter. Choose the writing implement that is best suited for a task. | <p>Grammatical knowledge:</p> <ul style="list-style-type: none"> Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms). Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). Use verb tenses consistently and correctly throughout their writing. 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]. 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]. 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. 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]. <p>Grammatical terminology:</p> <ul style="list-style-type: none"> Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points |

| Reading: Word Reading | Reading: Comprehension | Spoken Language |
|---|--|--|
| <ul style="list-style-type: none"> • Read books in appropriate age group confidently and fluently. • Use knowledge of root words, prefixes and suffixes to read and understand new words. | <ul style="list-style-type: none"> • Listen to and discuss about a wide range of fiction, plays, poetry, non-fiction and reference books. • Read books that are structured in different ways and written for different purposes. • Recommend books to friends and give reasons for choices. • Retell a wider range of books, including classics, modern fiction and stories from a range of other cultures. • Make comparisons within books and between different books. • Identify themes and conventions in a wide range of different writing. • Prepare, read aloud and perform poems and play-scripts using intonation, tone, volume and action. This makes the meaning clear to the audience. • Learn a wide range of poems by heart. <p>Children can understand what they have read by:</p> <ul style="list-style-type: none"> • Checking the text makes sense and discussing understanding. • Explaining the meaning of words in context. • Asking questions to help understand the text. • Making inferences about character's feelings, thoughts and actions. Then justify inferences with evidence. • Predicting what might happen using the text. • Identifying the ideas in a text and summarising them. • Identifying how language, structure and presentation help the meaning of a text. • Summarising the main ideas from the text and finding key details that support them. • Retrieving, recording and presenting information from non-fiction texts. • Understanding the difference between fact and opinion and finding examples within the text. • Discussing and evaluating how authors use language. • Participating in discussions about books, taking turns and listening to other people's opinions. Challenging other people's views courteously. • Explaining and discussing understanding of what has been read, including by presenting and debating. • Justifying views with reasons and evidence. | <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication. |

Text Suggestions

Carrie's War (Nina Bawden) – expanded noun phrases, ellipsis, rhetorical questions.
 The Terrible Thing That Happened to Barnaby Rooker (John Boyne) – parenthesis, semi-colons.
 The Landlady (Roald Dahl) – expanded noun phrases, character development, passive voice.
 The House with Chicken Legs (Sophie Anderson) – atmosphere, expanded noun phrases, developed characters and setting, dialogue to move on action and convey character.
 Who Let the Gods Out? (Maz Evans) – dialogue, humour, expanded noun phrases, range of punctuation and sentence lengths/range.
 Where the River Runs Gold (Sita Brahmachari) – figurative language, comparisons/themes, dystopian, expanded noun phrases, commas for ambiguity.