

Year 6 English Progression of Skills Overview

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>	<u>Terminology</u>
<p>Consolidate Year 5 list</p> <p><u>Introduce:</u></p> <p><u>Fiction</u> Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs – secure use of linking ideas within and across paragraphs</p> <p>Use paragraphs to signal change in time, scene, action, mood or person</p> <p>Secure development of characterisation</p> <p><u>Non-Fiction</u> Secure planning across non-fiction genres and application</p>	<p>Consolidate Year 5 list</p> <p><u>Introduce:</u></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: main and subordinate clauses with full range of conjunctions</p> <p>Active and passive verbs to create affect presentation of information e.g. <i>Active: Tom accidentally dropped the glass.</i> <i>Passive: The glass was accidentally dropped by Tom.</i></p> <p>Expanded noun phrases to convey complicated information concisely e.g. <i>the boy that jumped over the fence is over there, or the fact</i></p>	<p>Consolidate Year 5 list</p> <p><u>Introduce</u></p> <p>Build in Literacy feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>How words are related as synonyms and antonyms e.g. big/large/little</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. <i>said verses reported, alleged, or claimed in formal speech or writing</i></p>	<p>Consolidate Year 5 list</p> <p><u>Introduce:</u></p> <p>How hyphens can be used to avoid ambiguity e.g. <i>man eating shark verses man-eating shark</i></p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p>	<p>Consolidate spelling from Year 5</p> <p>Endings spelt –cious e.g. <i>grace – gracious space - spacious</i></p> <p>Endings spelt –tious e.g. <i>ambitious. Nutritious</i></p> <p>Endings spelt –cial e.g. <i>official, artificial</i></p> <p>Endings spelt –tial e.g. <i>confidential, essential</i></p> <p>Use –ant , -ance –ancy if words are related e.g. <i>hesitant, hesitation, hesitancy</i></p> <p>Words ending in –able e.g. <i>considerable</i></p> <p>Words ending in –ible e.g.</p>	<p><u>Consolidate:</u></p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/word • Sentence • Statement • Question • Exclamation • Command • Full stops • Capital letters • Question marks • Exclamations • Speech marks • Direct speech • Inverted commas • Bullet points • Apostrophe • Contractions/possession • Commas for sentence of 3 • Colon – instructions • Parenthesis / bracket / dash <p>Singular/plural Suffix/prefix Word family Consonant/vowel</p>

Non-negotiables written in bold

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Use a variety of text layouts appropriate to purpose	<i>that it was raining meant the end of sports day</i>			<i>possible, incredible</i>	Adjective / noun / noun phrase
Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions	Develop use of rhetorical questions for persuasion			Adding suffixes beginning with vowel letters to words ending in –fer e.g. <i>transferred, preferred</i>	Verb / adverb Tense Conjunction Preposition Determiner Pronoun
Express balanced coverage of a topic	The difference between structures typical of informal speech and structures appropriate for formal speech and writing			Use of the hyphen e.g. <i>co-ordinate</i>	Clause Subordinate/relative Fronted adverbial
Use different techniques to conclude texts	e.g. the use of question tags <i>He's your friend, isn't he?</i> Or the use of the subjunctive in some formal writing and speech e.g. <i>If I were you.</i>			words with the I sound spelt ei after c e.g. <i>receive, ceiling</i>	Alliteration Simile Synonyms Metaphor Personification Onomatopoeia
Use appropriate formal and informal styles of writing				Words containing the letter sting ough e.g. bought, fought	<u>Introduce</u>
Choose or create publishing format to enhance text type and engage the reader				Words with silent letters	<ul style="list-style-type: none"> • Active and Passive Voice
Linking ideas across paragraphs using a wider range of cohesive devices: Semantic cohesions (repetition of a word or phrase), grammatical connections (the use of adverbials such as on the other hand, in contrast), and elision (layout devices, such as headings, sub-headings, columns, bullets or tables to structure text).				Homophones	<ul style="list-style-type: none"> • Subject and object • Hyphen • Synonym, antonym • Colon / semi-colon • Bullet points • Ellipsis

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