

## Remote Learning in English Y6

Below are the curriculum documents for your reading and writing curriculum and a copy of your year group and previous year group common exception words.

The following link will open the English curriculum from the National Oak Academy

[file:///C:/Users/syoung/AppData/Local/Temp/Temp1\\_oak-curriculum-2020-21-primary%20\(1\).zip/oak-curriculum-2020-21-primary/pdf/oak-2021-primary-eyfs-ks1-ks2-english.pdf](file:///C:/Users/syoung/AppData/Local/Temp/Temp1_oak-curriculum-2020-21-primary%20(1).zip/oak-curriculum-2020-21-primary/pdf/oak-2021-primary-eyfs-ks1-ks2-english.pdf)

These units do not need to be taught in the specific order on the document. For remote learning choose a unit of work that best suits the objectives you were teaching when remote learning began. If you need to choose additional units to direct pupils to consider consolidating previous learning as well as introducing new curriculum content.

To supplement this planning headstart comprehension documents (saved on staff shared drive) and comprehension resources on testbase <https://www.testbase.co.uk/> can be accessed.

For daily reading practise direct pupils to the free e-book library at Oxford owl <https://www.oxfordowl.co.uk/for-home/reading-owl/library-page?login-error=true> and the free e-Book library service at Huyton Library <https://www.knowsley.gov.uk/residents/libraries/ebooks-and-audiobooks>

Additional reading activities can be provided using

Reading Plus for Y5/6      and      Reading Wise for Y2-4

IDL should be accessed regularly for those below age related expectations in reading and spelling.

Handwriting practice can be set remotely using the Collins Scheme which is saved on the staff shared drive.

Additional spelling activities can be provided using the Assertive Mentoring Spelling lists and these should be supplemented with a selection of your year group and previous year group key words common exception words.

## English

### Key Learning Indicators of Performance in Reading: Year 6



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>▶ Read books at an age appropriate interest level.</li><li>▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.</li><li>▶ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>.</li><li>▶ Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>.</li><li>▶ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li><li>▶ Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – French in origin.</li></ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"><li>▶ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li><li>▶ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li><li>▶ Independently read longer texts with sustained stamina and interest.</li><li>▶ Recommend books to their peers with detailed reasons for their opinions.</li><li>▶ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</li><li>▶ Learn a wider range of poems by heart.</li><li>▶ Prepare poems and play scripts to read aloud and perform using dramatic effects.</li></ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"><li>▶ <u>Explain the meaning of new vocabulary within the context of the text.</u></li><li>▶ <u>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</u></li><li>▶ Use a reading journal to record on-going reflections and responses to personal reading.</li><li>▶ Explore texts in groups and deepen comprehension through discussion.</li><li>▶ <u>Provide reasoned justifications for their views.</u></li><li>▶ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.</li><li>▶ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.</li><li>▶ Predict what might happen from information stated and implied.</li><li>▶ <u>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</u></li><li>▶ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</li><li>▶ Compare characters within and across texts.</li><li>▶ Compare texts written in different periods.</li><li>▶ Recognise themes within and across texts e.g. <i>hope</i>, <i>peace</i>, <i>fortune</i>, <i>survival</i>.</li><li>▶ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li><li>▶ <u>Skim for gist.</u></li><li>▶ <u>Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</u></li><li>▶ <u>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</u></li><li>▶ <u>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</u></li><li>▶ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i></li><li>▶ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i></li></ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"><li>▶ Explore, recognise and use the terms personification, analogy, style and effect.</li><li>▶ <u>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</u></li></ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"><li>▶ Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li><li>▶ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li><li>▶ Prepare formal presentations individually or in groups.</li><li>▶ Use notes to support presentation of information.</li><li>▶ Respond to questions generated by a presentation.</li><li>▶ Participate in debates on issues related to reading (fiction/non-fiction).</li></ul>



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ <u>Manipulate sentences to create particular effects.</u></li> <li>▶ <u>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</u></li> <li>▶ <u>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.</u></li> <li>▶ Use <b>ellipses</b> to link ideas between paragraphs.</li> <li>▶ Use repetition of a word or phrase to link ideas between paragraphs.</li> <li>▶ Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>▶ Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>▶ Identify the <b>subject</b> and <b>object</b> of a sentence.</li> <li>▶ Explore and investigate <b>active</b> and <b>passive</b> e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></li> <li>▶ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I <u>had eaten</u> lunch when you came (past perfect); She <u>has eaten</u> lunch already or I <u>have eaten</u> lunch already (present perfect); I <u>will have eaten</u> lunch by then (future perfect).</i></li> <li>▶ Punctuate <b>bullet points</b> consistently.</li> <li>▶ Identify and use <b>colons</b> to introduce a list.</li> </ul>	<p>As above and:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ Identify audience and purpose.</li> <li>▶ Choose appropriate text-form and type for all writing.</li> <li>▶ <u>Select the appropriate structure, vocabulary and grammar.</u></li> <li>▶ Draw on similar writing models, reading and research.</li> <li>▶ Compare how authors develop characters and settings (in books, films and performances).</li> <li>▶ Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▶ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>▶ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> <li>▶ <u>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby school bag and announced, through gritted teeth, "It's not fair!"</u></li> <li>▶ Consciously control the use of different sentence structures for effect.</li> <li>▶ Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>▶ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i></li> <li>▶ Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Recognise and spell endings which sound like /jəs/, spelt – <i>cious</i> or – <i>tious</i>.</li> <li>▶ Recognise and spell endings which sound like /jəl/, e.g. <i>official, partial</i>.</li> <li>▶ Investigate adding suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference</i>.</li> <li>▶ Investigate use of the hyphen.</li> <li>▶ Investigate and use further prefixes, e.g. <i>bi-trans- tele- circum-</i>.</li> <li>▶ Distinguish between homophones and other words that are often confused.</li> <li>▶ Identify root words, derivations and spelling patterns as a support for spelling.</li> <li>▶ Be secure with all spelling rules previously taught.</li> <li>▶ Use a number of different strategies interactively in order to spell correctly.</li> <li>▶ <u>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</u></li> <li>▶ Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Write, using a joined style, with increasing speed.</li> <li>▶ Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i></li> </ul>



## English

### Key Learning Indicators of Performance in Writing: Year 6



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| <ul style="list-style-type: none"><li>▶ Identify and use <b>semi-colons</b> within lists.</li><li>▶ Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.</li><li>▶ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter</i>.</li><li>▶ Explore, collect and use question tags typical of informal speech and writing e.g. <i>“He’s your friend, isn’t he?”</i></li><li>▶ Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I <u>were</u> able to come to your party, I would; The school requires that all pupils <u>be</u> honest.</i></li></ul> | <ul style="list-style-type: none"><li>▶ <u>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.</u></li><li>▶ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of ‘and’ to convey tedium, one word sentence.</i></li><li>▶ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i></li><li>▶ Use <b>active</b> and <b>passive</b> voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative.</i></li><li>▶ Précis longer passages.</li></ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"><li>▶ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li><li>▶ Proofread for grammatical, spelling and punctuation errors.</li></ul> <p><b>Performing</b></p> <ul style="list-style-type: none"><li>▶ Use appropriate and effective intonation and volume.</li><li>▶ Add gesture and movement to enhance meaning.</li><li>▶ Encourage and take account of audience engagement.</li></ul> |  |  |
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## English

### Key Learning Indicators of Performance in Writing: Word Lists



Year 5					
<b>apparent</b>	<b>cemetery</b>	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	<b>secretary</b>	ancient	community	<b>dictionary</b>	<b>foreign</b>
leisure	persuade	shoulder	<b>available</b>	<b>conscience*</b>	environment
forty	lightning	<b>physical</b>	soldier	<b>average</b>	<b>convenience</b>
equip (-ped, -ment)	<b>government</b>	muscle	programme	stomach	bargain
curiosity	excellent	<b>hindrance</b>	neighbour	queue	<b>temperature</b>
bruise	<b>desperate</b>	<b>existence</b>	individual	<b>nuisance</b>	recognise
twelfth	rhyme	<b>vegetable</b>			

Year 6					
accommodate	<b>category</b>	disastrous	<b>immediate(ly)</b>	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	<b>profession</b>	sufficient
<b>according</b>	<b>competition</b>	<b>especially</b>	marvellous	pronunciation	suggest
achieve	<b>conscious*</b>	exaggerate	<b>mischievous</b>	recommend	symbol
aggressive	controversy	<b>frequently</b>	<b>necessary</b>	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
<b>attached</b>	<b>criticise</b> (critic + ise)	harass	parliament	sacrifice	variety
awkward	<b>definite</b>	identity	prejudice	<b>signature</b>	vehicle
yacht					









