

English Steps in Learning

** To be read alongside the long term text overview and medium term plans*

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken Language	Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate Ask questions to develop ideas and make contributions that take account of others' views Explain ideas and opinions giving reasons and evidence Take an active part in discussions, taking different roles Listen to and consider the views and opinions of others in discussions Make contributions to discussions, evaluating others' ideas and responding to them			Sustain and argue a point of view in a debate, using formal language of persuasion Express possibilities using hypothetical and speculative language in science and when discussing reading Engage listeners through choice of vocabulary and register according to the context Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere		
Phonics/ Spelling	I can spell further prefixes and suffixes and understand how to use them (See English Long Term Plan) I can spell words with silent letters. I continue to distinguish between homophones and other words which are often confused.			I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically. I can place the possessive apostrophe accurately in words with regular and irregular plurals. I can use a thesaurus. I can use dictionaries to check the spelling and meanings of words using the first 3 or 4 letters.		
	Words with the letter string 'ough' Words with 'silent' letters Words ending in '-able' and '-ible' From previous years: plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession Homophones Statutory spelling lists	Use of the hyphen Rare GPCs Words ending in '-ably' and '-ibly' Homophones Proofreading Using a dictionary to support learning. Statutory spelling lists	etymology Words with the /i:/ sound spelt 'ei' 'ei' and 'ie' words Proofreading Problem suffixes Statutory spelling lists	Words ending -able, ably, ible, ibly Adding suffixes beginning with vowels to words ending in -fer Homophones ('ce'/'se') Endings that sound like /ʃəs/ spelt '-cious' or '-tious' Statutory spelling lists	Words with 'ough' letter string Words ending '-cial' and '-tial' Words ending in 'ant', '-ance and '-ancy' Root words and meaning Statutory spelling lists	Words ending '-ent', '-ence' and '-ency' Homophones Statutory spelling lists
Reading (Decoding)	I can apply my growing knowledge of root words and affixes to read and understand unfamiliar words.					
Reading (Comprehension)	I can read a wide range of different texts and discuss them with others afterwards. I can compare events, themes and characters within and between books, finding and explaining similarities. I can recognise a theme within a piece of writing and I can recognise and name some common conventions used in writing. I can use everything I have learned about how affixes are added to root words to read and understand unfamiliar words I encounter. I can read differently structured texts for different purposes. I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions. I can learn some more poems of different types by heart. I can prepare and present a play script or a poem and use my voice, expression and gestures to gain and hold the attention of listeners. I can pose questions for myself as I read and continue reading to find the answers to them.			V – I can monitor my reading for sense and go back to make sure of anything that confuses me, exploring what an unfamiliar word means in its context after looking it up. I - I can pick up hints and clues the writer has given me to help work out why characters do and say the things they do, and I can explain how I worked this out. I can support and justify my views through reasoned explanation. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. Infer characters' motives from their actions, e.g. Why did Fagin look after the boys? What evidence do you have to support this? Organise information or evidence appropriately P - I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me. Predict consequences using a combination of information, including that which is stated and that which is implied. E- I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (simile, metaphor, personification), and explain the impact on me as a reader. I can identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts), and		

	<p>I can identify whether a writer is sharing a fact or offering an opinion.</p> <p>I can share my views on a book I have read, recommending it to other readers and giving reasons to support my choices.</p> <p>I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me.</p> <p>I can read a non-fiction text and find answers to questions I posed before I read it, and I can make notes to record the information I learned.</p> <p>I can discuss my reading with others, contributing positively, listening thoughtfully, offering and accepting challenges respectfully.</p>	<p>explain how these impact on the reader. Explain reasons why the author may have chosen to break conventions, e.g. one-word sentence; beginning sentences with 'and' or 'but'; repeated use of the same word.</p> <p>R- Use a combination of skimming, scanning and close reading across a text to locate specific detail. Text mark to make research efficient and fast.</p> <p>S - I can identify what the main ideas in a longer text are, sum them up quickly in a few sentences and identify key details to support my summary. Summarise main ideas, identifying key details and using quotations for illustration.</p>
<p>Writing (Features of Writing)</p>	<p>I can select appropriate grammar and vocabulary.</p> <p>I can describe settings, characters and atmospheres and can integrate dialogue to convey characters and advance the action.</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs (adverbials, pronouns, prepositional phrases etc.)</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader in non-narrative texts (e.g. headings, bullet points, underlining)</p> <p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses.</p>	<p>I can use passive verbs.</p> <p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses. (Using relative clauses with or without the relative pronoun)</p> <p>I understand and use the subjunctive form.</p> <p>I can use present perfect forms of verbs.</p> <p>I can choose nouns or pronouns appropriately.</p> <p>I can use fronted adverbials.</p> <p>I can use conjunctions, adverbs and prepositions to express time and cause.</p> <p>I can use standard English.</p>
<p>Writing (Punctuation)</p>	<p>I can use full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural.</p> <p>I can use ellipsis.</p> <p>I can use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>I can use colons to introduce a list.</p>	<p>I can use and punctuate direct speech accurately.</p> <p>I can use hyphens to avoid ambiguity.</p> <p>I can use commas to clarify meaning or avoid ambiguity in writing.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p>
<p>Writing (Process)</p>	<p>Planning: I can identify the audience and purpose for writing, selecting the appropriate for and using other similar writing as models for their own.</p> <p>Draft & Write: I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Evaluate & Edit: I can assess the effectiveness of my own and others' writing.</p> <p>Evaluate & Edit: I can ensure the consistent and correct use of tense through a piece of writing.</p> <p>Perform: I can perform my own compositions, using appropriate intonation, volume, and movement so that the meaning is clear.</p>	<p>Planning: I can note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Planning: When writing narratives, I can consider how authors have developed characters and settings in what I have read, listened to or seen performed.</p> <p>Draft & Write: I can draft organisation of a piece of work.</p> <p>Draft & Write: I can precise longer passages.</p> <p>Evaluate & Edit: I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings.</p> <p>Evaluate & Edit: I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>
<p>Writing (Handwriting)</p>	<p>I can write legibly, fluently and with increasing speed.</p> <p>I can choose which shape of letter to use when given choices and deciding whether or not to join specific letters.</p>	<p>I can choose the writing implement that is best suited to a task.</p>