



Bedford Primary School Progression Map: Curriculum Area: English Year: 6

Skills – as previous year groups plus:

Reading: Phonics, Decoding, Word Level & Fluency

- Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness*, *dis+repute+able*, *dis+respect+ful*, *re+engage+ment*
 - Use suffixes to understand meanings e.g. *-cious*, *-tious*, *-tial*, *-cial*
 - Read and understand meaning of words on Y5/6 word list – see bottom
 - Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin
 - Employ dramatic effect to engage listeners whilst reading aloud
 - Read extensively for pleasure
 - Skim texts to ascertain the gist
 - Use a combination of scanning and close reading to locate information
 - Evaluate texts quickly in order to determine their usefulness or appeal
 - Understand underlying themes, causes and consequences within whole texts
 - Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives)
 - Recognise authors' techniques to influence and manipulate the reader
- *See NC English Appendix 1 and year group word lists.**

Reading: Comprehension

Maintain positive attitudes to reading and understanding what they read by:

- Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.
- Regularly listening to whole novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Recognising themes within and across texts e.g. hope, peace, fortune, survival
- Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee/refugee e.g. *Friend or Foe* and *The Arrival*
- Comparing texts written in different periods
- Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story
- Independently read longer texts with sustained stamina and interest
- Recommending books to their peers with detailed reasons for their opinions
- Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions
- Learning a wider range of poems by heart
- Preparing poems and playscripts to read aloud and perform using dramatic effects

Understand what they read by:

- Using a reading journal to record on-going reflections and responses to personal reading
- Exploring texts in groups and deepening comprehension through discussion
- Exploring new vocabulary in context
- Demonstrating active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group
- Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence + Explanation
- Predicting what might happen from information stated and implied
- Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text
- Scanning for key information e.g. looking for descriptive words associated with a setting
- Skimming for gist
- Using a combination of skimming, scanning and close reading across a text to locate specific detail Identifying how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.

	• Discuss and evaluate how authors use language including figurative language, considering the impact on the reader • Exploring, recognising and using the terms personification, analogy, style and effect • Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these Distinguish between statements of fact or opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' / Anne Frank's diary and a history textbook</i> Participate in discussions about books building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Preparing formal presentations individually or in groups • Using notes to support presentation of information • Responding to questions generated by a presentation • Participating in debates on issues related to reading (fiction/non-fiction) Provide reasoned justifications for their views • Justifying opinions and elaborating by referring to the text e.g. Point + Evidence + Explanation.
Writing: Handwriting	Year 4/5 foundations to build upon: Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch • Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. • Increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. • Be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. • Choose when it is appropriate to print or join writing e.g. printing for labelling a diagram. Year 6: • As above with increasing speed • Choosing the writing implement that is best suited for a task (e.g. quick notes, letters).
Writing: Vocabulary, Punctuation and Grammar	Word Level: • Explore and collect vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g <i>find out – discover; ask for – request; go in – enter</i> • Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved Sentence Structure: • Identify the subject and object of a sentence • Explore and investigate active and passive voice to affect the presentation of information in a sentence, e.g <i>I broke the window in the greenhouse</i> (subject – verb – object) versus <i>The window in the greenhouse was broken by me</i> (object – verb – subject). • Explore the difference between structures typical of informal speech and structures appropriate for formal speech and informal writing e.g the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech • Use the perfect form of verbs to mark the relationships of time and cause

	Text Structure: • Manipulate sentences to create particular effects • Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i> • Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then • Use ellipsis to link ideas between paragraphs • Layout devices e.g. <i>headings, sub-headings, columns, bullets, or tables</i> to structure text Punctuation: • Identify and use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. <i>It's raining; I'm fed up</i> • Use of the colon to introduce a list and use of semi-colons within lists • Use the punctuation of bullet points to list information • Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i> • Use ellipsis to link ideas between paragraphs
Terminology for pupils: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	
Writing: Composition	Draft and write by: • Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Where necessary, propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Recognising how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing • Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i> • Using a wide range of devices to build cohesion within and across paragraphs • Deviating narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts</i> • Combining text-types to create hybrid texts e.g. persuasive speech • Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences/to structure text and to guide the reader e.g. <i>headings, bullet points and underlining</i> • Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentences etc.</i> • Making conscious choices about techniques to engage the reader including appropriate tone/formality and style e.g. <i>rhetorical questions, question tags, direct address to the reader, subjunction for formality etc</i> • Using active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative • Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. • Using the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens and when necessary, to use punctuation precisely to enhance meaning and avoid ambiguity.

	Evaluate and edit by: • Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning • Habitually proofreading for grammatical, spelling and punctuation errors • Recognising how words are related by meaning as synonyms and antonyms and use this knowledge to make improvements to their writing Evaluate and improve performances of compositions focusing on: • Intonation and volume • Gesture and movement • Audience engagement
Writing: Spelling	• Apply Y6 spelling rules and guidelines (suffixes/prefixes), as listed in English Appendix 1 NC – taught via RWINC Spelling Programme • Be secure with all spelling rules previously taught • Write increasingly confidently, accurately and fluently, spelling with automaticity • Use a number of different strategies interactively in order to spell correctly • Develop habitual self-checking and proof-reading strategies • Use independent spelling strategies for spelling unfamiliar words • Spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). • Build upon knowledge from previous years regarding spelling of homophones/near homophones • Spell all of the Y5 and Y6 statutory spelling words correctly. • Use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • Use dictionaries and thesauruses with confidence to check the spelling and meaning of words and confidently find synonyms and antonyms