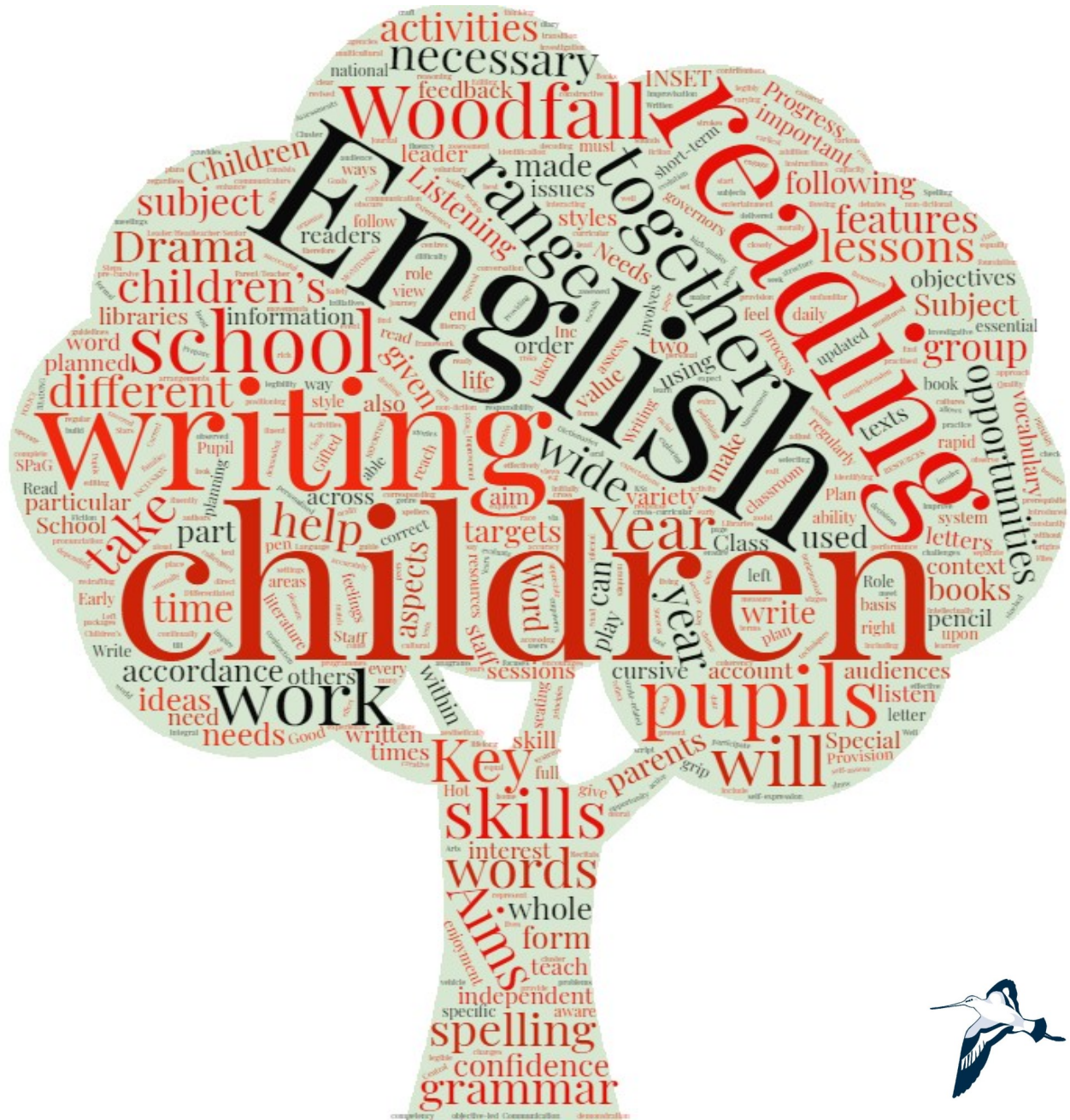


Woodfall Primary and Nursery School English Information Leaflet Year 6



End of Year Expectations

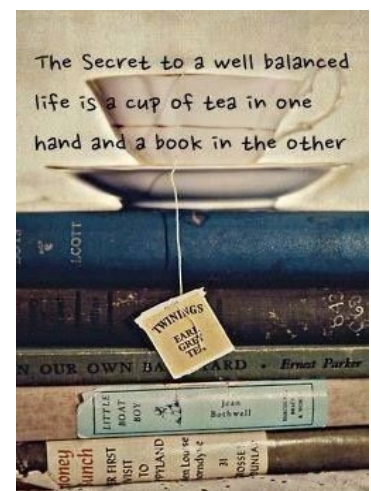
Reading

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

Comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, 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 provide reasoned justifications for their views.



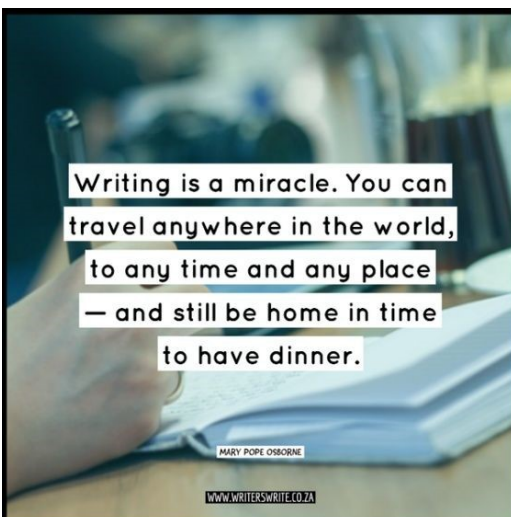
End of Year Expectations Writing

Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Composition

- plan their writing by:
 - 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
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - 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
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proofread for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear



End of Year Expectations

Full to the brim with people, who may or may not have deserved the fate given to them, this was the one street that all rich folk avoided; indeed, the reasons were undeniably obvious. Huddling together, the god-fearing people, who all lived on the miserable street for reasons unknown, embraced strangers to give them the chance they might not receive. Oh, it was cold. Suddenly, a shop door banged in the distance, revealing a young boy. United, his family embraced him, a family all dressed in tattered rags. How their joy was short-lived. Sorrowfully, several other groups of adults gathered near the door, who were crying unthinkingly over the meagre amount

Overcrowded and rife with diseases, the slum, which is full of squalor, was an undeniably horrible place, where it is barely suitable for human habitation. As a result of the slum being particularly overcrowded and disease-ridden, every day, thousands of poor people die on an extremely painful death. In the cruel winter, the ruthless, obnoxious and remorseless owner of the slum - who cares about nothing beside being paid rent - spoke viciously to the policeman, who was in awe of all the hyperthermic people, living out in the street. Clutching his hollow stomach, the poor man fell to the ground, crying in pain. The ~~cruel~~ ^{merciless} biting wind ran through the street, sweeping all of the inhabitants of the slum; A also, cruelly sweeping to ~~them~~ ^{through} their ragged clothes. ~~Even though~~ ^{Despite} there ~~was~~ ^{was} an ancient oil lamp ~~above the situated above~~ the old oak door, the street was not rarely lit ~~as it~~ ^{lit up since the lamp} was only ~~on~~ ^{on} for a few brief moments before plunging the street slum back into a suffocating blanket of darkness.

The young soul, who wore a old rag dress, clutched onto her mother, weeping silently. As her mother whispered quietly into her ear that 'it would be okay', she looked up to see the young and elderly, huddling together for warmth. They were lying on the icy floor, begging for a scrap of food to fill them, as the only nearby lantern was blown out by the howling wind. The ~~street~~ ^{*stomachs} alleyway was as empty as the pockets of the shivering children, who were clutching their ~~chests~~ ^{*chests}, or limping tremendously, gazing into the night diamond moon, the homeless pictured themselves in a ~~home~~ ^{eventually} ~~house~~. Although they didn't have this, they hoped and prayed they would. The faint smell of bread, ~~that was~~ ^{that was} as sweet as the alleyway and ~~unbearable~~ ^{unbearable} to many, they could not afford anything ~~it~~ ^{sugar,}. Although the staggering people ^{who limped} sat quietly, they were weeping and crying inside. Hearing the sound of the police yelling and hearing their footsteps

Grammar and Terminology

<p>Subject</p> <p>A noun, noun phrase or pronoun that identifies or describes who or what is doing the action.</p> <p>e.g. <u>Darkness</u> came early. The angry old <u>woman</u> shouted at Dave. <u>He</u> ate his breakfast.</p>	<p>Object</p> <p>A noun, noun phrase or pronoun that comes straight after the verb and shows what the verb is acting upon.</p> <p>e.g. I like <u>that</u>. Year 2 de- signed <u>puppets</u>.</p>	<p>Synonym</p> <p>A word that has the same or similar meaning as another word. These words usually have shades of meaning</p> <p>e.g. <i>microscopic, miniature, tiny, small, ...</i></p>
<p>Active Voice</p> <p>In a sentence the subject of the verb does the action.</p> <p>e.g. Jack broke the window.</p>	<p>Passive Voice</p> <p>In a sentence the subject of the verb receives the action.</p> <p>e.g. The window was broken by Jack.</p>	<p>Antonym</p> <p>A word that has the exact opposite meaning of another.</p> <p>e.g. <i>Poor</i> is an antonym of <i>excellent</i>. <i>Huge</i> is an antonym of <i>tiny</i>.</p>
<p>Subjunctive</p> <p>The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions.</p> <p>e.g. If I <u>were</u> you, I'd expect. I demand that they <u>be</u> counted again.</p>	<p>Colon</p> <p>Used to introduce a list or quotation e.g. I took my friends with me: Sarah, Jessica and Rachel.</p> <p>Used to replace "because" to give an explanation. e.g. I went to bed early: I was so tired.</p>	<p>Semi-colon</p> <p>Can replace a full stop or "and" between two clauses that are closely related. e.g. <i>Mandy screamed in fright; she hid behind the door, shaking.</i></p> <p>Used to separate items in developed lists made up of items with 3 or more words. E.g. <i>At the circus, we saw clowns juggling with balloons; a fire-eater doing death-defying tricks; animals performing amazing acts and a trapeze artist leaping through the air.</i></p>
<p>Cohesive Devices</p> <p>To use a wide range of devices that can be used within and across paragraphs to build cohesion</p> <p>e.g. use of adverbials—time (later), -place (nearby), -number (secondly)</p> <p>e.g. then, after that, this, firstly</p> <p>e.g. repetition of words or phrases.</p> <p>e.g. elision</p>	<p>Formal/Informal Tone</p> <p>Formal</p> <ul style="list-style-type: none"> - vocabulary choices e.g. reported, alleged, claimed. - use of subjunctive - question tags e.g. He is your friend, isn't he? <p>Informal</p> <ul style="list-style-type: none"> - vocabulary choices e.g. said, - contracted words e.g. can't, won't - informal speech 	<p>Verb Tenses</p> <p>Infinitive—to walk</p> <p>Simple past—I walked</p> <p>Simple present—I am walking</p> <p>Future—I will walk</p> <p>Past progressive—I was walking</p> <p>Past perfect - I had walked</p> <p>Past perfect progressive—I had been walking</p>
<p>Bullet Points</p> <p>A way to list information in a piece of writing. The punctuation must be constant at the start and end of each bullet point.</p>	<p>Hyphen</p> <p>Shows a word is incomplete at the end of a line.</p> <p>Used to form some compound words. e.g. No-one knew that the blond-haired boy was so football-mad.</p>	<p>Ellipsis</p> <p>Shows unimportant words are missing from quotations</p> <p>Shows interrupted dialogue</p> <p>Shows anxiety</p> <p>Indicates a dramatic pause, to build tension</p>

Spelling Lists and High Frequency Words

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (-ped, -ment)

especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme

pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

i before e...
except when you
run a feisty heist on
a weird beige foreign
neighbour

Spelling is
~~difficult~~
~~challenging~~
hard.

Supporting your child

Reading

Encourage your child to read regularly at home. We promote that they read at least 10mins a day. Encourage your child to read a variety of texts at home. (fiction and non fiction, cook books, newspapers, shopping lists, leaflets and magazines, poetry, play scripts, myths and legends). These can be found at your local library or in school.

Whilst your child is reading or after they have finished reading, you may wish to discuss what they have read.

Questions that you could ask your child:

- What feelings did you have as you read the story? Why?
- What parts of the text do you like/dislike? Why?
- How is the text laid out? Is it similar or different to other things you have read? How is the layout important?
- Is there any vocabulary you don't understand? How could we find out what it means?
- What kind of person is the main character? How do you know?
- What do you think will happen next? How do you know? What evidence is there to support your ideas?
- Is this story like any other story you have read? Explain.
- Can you summarise what you have read?

Writing

Children could be encouraged to write at home in a variety of ways. Children need to ensure that the writing is purposeful and has a specific audience. For example:

- diaries or thought bubbles about their day,
- a news article about an event,
- creative stories based on myths, legends, fantasy, comedy etc,
- instructions/guides for something they have made/created or game they have played,
- letters or postcards to friends or family members.

Please ask your child to read back what they have written and self edit their work. Ask them to think carefully about language choices and ensure it has the correct tone e.g. formal or informal. Ask them to think carefully about using a variety of: sentence structures, sentence starters and punctuation to make their writing interesting to the reader. The children will also receive an effective writing checklist (for year 6). Encourage your children to use this when writing.

Spelling

Children should be encouraged to explore spelling rules and patterns e.g. i before e except after c. children could find words that follow these rules and then explore exceptions. Children could form lists, poems, pieces of artwork from their findings. They could write them out in different ways; identify number of syllables; put them into sentences and play games to aid the learning of the words. Children will receive a spelling challenge each week to explore rules and patterns..

Punctuation and Grammar

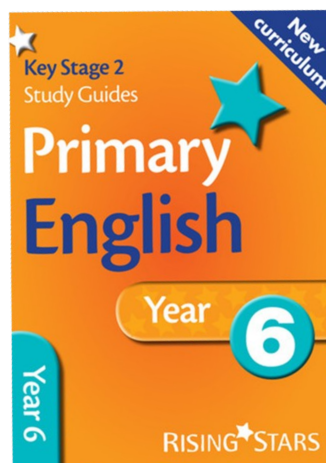
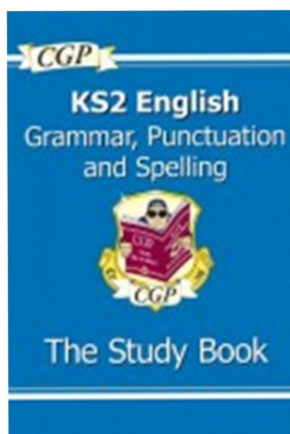
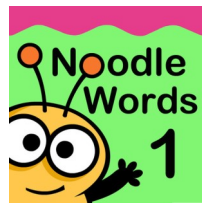
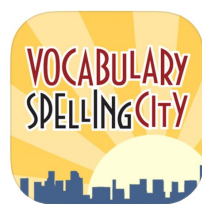
Children should be encouraged to explore definitions and examples of the grammatical terminology they will come across. Children could play online games to support this.

Websites, Apps and Resources

Some useful websites your children may find useful:

- BBC Bitesize Key Stage 2
- Woodlands Junior School , Kent
- kidspell.com
- crickweb.co.uk
- topmarks.co.uk

Android and Apple have a huge range of learning apps and these are ever changing and expanding. Here is a selection of well known apps - some are free, others require a one-off payment.



There are many different work books that could help your child. They are easily found on Amazon or at places like WHSmiths.

You can search for 'Year 6 Worksheets' online and find many free resources too.