English scheme of work – Year 6 (from Sep 2026) -

Christian values underpinning learning: *Together we love and respect. We are creative, we are determined, we are confident, we are kind.*

Spoken Language:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding
- speak audibly and fluently
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication.

Word: Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading Comprehension

Pupils should be taught to:

- **Maintain positive attitudes to reading and 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 tradition
  - 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 one 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**

Writing Transcription_ Spelling (see spelling list Appendix 1)

Pupils should be taught to:

- 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, as listed
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Handwriting

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Writing Composition

Pupils should be taught to:

- **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
- **proof-read for spelling and punctuation error**

- **perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear**

Writing – Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in Appendix 2 by:
    - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
    - using passive verbs to affect the presentation of information in a sentence
    - using the perfect form of verbs to mark relationships of time and cause
    - using expanded noun phrases to convey complicated information concisely
    - using modal verbs or adverbs to indicate degrees of possibility
    - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
    - learning the grammar for years 5 and 6 in Appendix 2
- indicate grammatical and other features by:
    - using commas to clarify meaning or avoid ambiguity in writing
    - using hyphens to avoid ambiguity
    - using brackets, dashes or commas to indicate parenthesis
    - using semi-colons, colons or dashes to mark boundaries between independent clauses
    - using a colon to introduce a list
    - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Over the course of the year the following genres of writing must be covered:
Narrative
Recount
Explanation
Non-chronological reports
Persuasion
Information
Poetry
Instructions

Each class will show coverage of these within their planning, however the order they are covered will be determined by the class teacher in order to enable quality texts for each genre to be best suited to the individual topics, ensuring purposeful and cross-curricular English.

Appendix 1 : Spelling - Year 5 and 6 – To be taught using the Spelling Scheme of work

Endings which sound like /ʃəs/ spelt –cious or –tious vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious

Endings which sound like /ʃəl/ official, special, artificial, partial, confidential, essential

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration),substance (substantial), innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), assistant, assistance, obedient, obedience, independent, independence

Words ending in –able and –ible Words ending in –ably and –ibly adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

Adding suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference

Use of the hyphen co-ordinate, re-enter, co-operate, co-own

Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling

Words containing the letter-string ough ought, bought, thought, nought, brought, fought, rough, tough, enough cough, though, although, dough through, thorough, borough, plough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) doubt, island, lamb, solemn, thistle, knight

Homophones and other words that are often confused advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther: further/father: a male parent, guessed: past tense of the verb *guess/*guest: visitor, heard: past tense of the verb *hear/*herd: a group of animals, led: past tense of the verb *lead/*lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*),morning: before noon/mourning: grieving for someone who has died, past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*)/passed: past tense of the verb 'pass' (e.g. *I passed him in the road*), precede: go in front of or before/proceed: go on, principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*)/principle: basic truth or belief, profit: money that is made in selling things/prophet: someone who foretells the future, stationary: not moving/stationery: paper, envelopes etc., steal: take something that does not belong to you/steel: metal, wary: cautious/ weary: tired,

who's: contraction of *who is* or *who has/* whose: belonging to someone (e.g. *Whose jacket is that?*)

WORD LIST YEAR 5 AND 6 accommodate	available average	conscience* conscious*	develop dictionary	explanation familiar	immediate(ly) individual	necessary neighbour	privilege profession	rhythm sacrifice	symbol system

accompany according achieve aggressive amateur ancient apparent appreciate attached	awkward bargain bruise category cemetery committee communicate community competition	controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined	disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence	foreign forty frequently government guarantee harass hindrance identity	interfere interrupt language leisure lightning marvellous mischievous muscle	nuisance occupy occur opportunity parliament persuade physical prejudice	programme pronunciation queue recognise recommend relevant restaurant rhyme	secretary shoulder signature sincere(ly) soldier stomach sufficient suggest	temperature thorough twelfth variety vegetable vehicle yacht

Appendix 2

Grammar – Year 6

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
- How words are related by meaning as synonyms and antonyms
- Use of the **passive** to affect the presentation of information in a **sentence**
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing
- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections, and **ellipsis**
- Layout devices
- Use of the semi-colon, colon and dash to mark the boundary between independent **clauses**
- Use of the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- How hyphens can be used to avoid ambiguity

Terminology for pupils – Year 6

Subject
object
active
passive
synonym,
antonym
ellipsis
hyphen
colon
semi-colon
bullet points

WORD Year 6	SENTENCE Year 6	TEXT Year 6	PUNCTUATION Year 6
• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little].	• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech	• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Year	Grammar Objectives	Examples	Terminology
6	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence
6	Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.	Help children use punctuation correctly: • Full stops, question marks for questions and exclamation marks for exclamations. • Speech marks for dialogue, with capital letters and full stops or exclamation/question marks as appropriate. • commas for pauses within sentences •	Full stop Comma Exclamation mark Question mark
6	Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.	Consolidate children's use of description to enable them to express themselves in interesting ways.	Noun Adjective Verb Adverb Phrase Preposition
6	Use expanded noun phrases to convey complicated information concisely	The blue and white salts left in the basin can be placed in a jar for safe-keeping. The herd of deer we saw earlier have returned to the hillside. (A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)	Noun Phrase
6	Use semi-colons, colons or dashes to mark boundaries between independent clauses.	Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to indicate a further thought. The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive. Simon absolutely refused to apologise – he was convinced he had done nothing wrong.	Semi-colon Dash
6	Distinguish between informal and formal vocabulary and sentence structures including the subjunctive form.	Encourage children to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing. E.g. He really gave that his best shot didn't he? [Informal speech structure] She is really not going to change her mind, is she? [Informal speech structure] If I were you, I would go and say sorry to Jimmy. [Subjunctive]	

		If the planet were to warm more than 3^0, scientists think that much of the UK would be under the sea. [Subjunctive]	
6	Use bullet points and punctuate correctly	Encourage children to use bullet points in non-fiction writing.	Bullet points Semi-colon
6	Use colons and semi-colons in punctuating bullet points and to introduce a list.	New playground rules: • No running in the quiet area; • No football except on the pitch • Hoops, skipping ropes and Frisbees to be returned to the big basket; and • No food in the sitting area.	Colon
6	Use hyphens to avoid ambiguity	Help children to see that a hyphen can change the meaning: 'man-eating shark' is different from 'man eating shark' 'cat-hating woman' is different from 'cat hating woman' 're-cover' is different from 'recover'	Hyphen
6	Use passive voice to present information in an objective way	Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility. The window was broken by a football being kicked through it. The kittens were placed on the doorstop of the orphanage. John was punched in the chest.	Passive voice