

## ENGLISH - CM2 / YEAR 6

### SPOKEN LANGUAGE

		P1	P2	P3	P4	P5	P6
Physical	Speak fluently in front of an audience						
	Have a stage presence						
	Consciously adapt tone, pace and volume of voice within a single situation						
Linguistic	Vary sentence structures and length for effect when speaking						
	Use idioms and expressions confidently						
	Use a broad, deep and rich vocabulary to discuss a range of concepts						
	Confidently explain the meaning of words and offer alternative synonyms						
Cognitive	Construct a detailed argument or complex narrative						
	Spontaneously respond to increasingly complex questions, citing evidence where appropriate						
	Regularly ask questions to extend their understanding and knowledge						
	Articulate and justify answers with confidence in a range of situations						
Social Emotional	Use humour effectively						
	Read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions						

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### READING

		P1	P2	P3	P4	P5	P6
Decoding and fluency	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words						
Range of reading	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks						
	Read books that are structured in different ways and reading for a range of purposes						
Familiarity with texts	Increase 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						
Poetry and performance	Learn 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						
Vocabulary	Use dictionaries independently to check the meaning of words that they have read						
	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context						
	Give alternative words with a similar meaning						
	Give/explain the meaning of words in context						
Retrieve and record	Distinguish between statements of fact and opinion						
	Select and sort information from a range of sources and record this						
	Retrieve, record and present information from fiction and nonfiction, identifying key ideas						
	Retrieve and record key information/key details from fiction and non-fiction						

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### READING

		P1	P2	P3	P4	P5	P6
Sequence and summarise	Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas						
	Summarise main themes and ideas, identifying key details to support this						
Inference	Infer characters' feelings, thoughts and motives from their actions						
	Ask questions to improve their understanding of a text						
	Justify inferences with more than one piece of evidence						
	Give opposing inferences, backing up both with evidence						
	Make inference from the text						
	Explain and justify inference using evidence from the text						
Prediction	Predict what might happen from details based on the character or setting, giving justifications by identifying specific supporting evidence from the text						
	Predict what might happen from details stated and implied						
Explanation	Evaluate a range of features relating to organisation at sentence or text level, explaining how they contribute to the effects achieved						
	Explore how structural choices support the writer's purpose or theme						
	Discuss and evaluate how authors use common types of literary language or subject specific language, considering the impact upon the reader						
	Compare information, ideas, values and attitudes across texts						
	Compare themes and topics in stories of the same genre						
	Identify/explain how information/narrative content is related and contributes to the meaning as a whole						
	Identify/explain how meaning is enhanced through choice of words/phrases						

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### WRITING - COMPOSITION

		P1	P2	P3	P4	P5	P6
Plan	Plan their writing of narratives through reasoned consideration of how authors have developed characters and settings <i>to have an effect on the</i> in what the class have read, listened to or seen performed						
Draft	Draft and write by accurately summarising longer passages						
	Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis						
	Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables						
	Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis						
	Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text						
Evaluate	Evaluate and edit by assessing the effectiveness of their own and others' writing with reasoning						
	Evaluate and edit by 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 punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens						
	Proof-read for spelling errors						

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### WRITING - VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING

		P1	P2	P3	P4	P5	P6
Understand how words are related by meaning as synonyms and antonyms							
Use the passive to affect the presentation of information in a sentence							
Use the semi-colon, colon and dash to mark the boundary between independent clauses							
Use the colon to introduce a list and use semi-colons within lists							
Use bullet points to list information							
Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing and use whichever is appropriate to the task							
Understand how hyphens can be used to avoid ambiguity							
Understand the following terminology: - Subject, object - Active, passive - Synonym, antonym - Ellipsis, hyphen, colon, semi- colon, bullet points							
Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags vs the use of subjunctive forms							
Phonics	Understand the spelling rules that apply for words with the /i:/ sound spelt ei after c						
Homophones	<i>morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose</i>						
Prefixes	Understand the meaning of the prefix in-						
Possessive apostrophes Contractions Plurals	Use appropriately possessive apostrophes and contractions plurals						
Suffixes	Understand the spelling rules that apply for words ending in -ant, -ance/-ancy						
	Understand the spelling rules that apply for words ending in -able and -ible						
	Understand the spelling rules that apply for words ending in -ably and -ibly						
	Understand the spelling rules that apply for words with endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian						
Memorise the spelling of high-frequency words							