



# Ferndale Primary and Nursery School

## English: Year 6

### Progression of Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Class Reader</b>							
<b>Other Core Texts</b>  These will be dipped into as a whole class (either for whole class reading or as a writing stimulus.)					<b>National Poetry Day (October)</b>	<b>World Book Day (March)</b>	



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<p><b><u>Reading objectives</u></b></p>	<p>Learn a wide range of poetry by heart. (Lost Words)</p> <p>Prepare poems to read aloud and perform, showing an understanding through intonation, tone and volume so that the meaning is clear to the audience. (Lost Words)</p>	<p>Retrieve, record and present information from non-fiction (cheetah research)</p> <p>Read books that are structured in different ways and reading for a range of purposes (Pax – each chapter alternates between the viewpoint of the boy and the fox. Moth – the use of illustrations and story to inform – compare with cheetah reference books)</p> <p>Identifying how language, structure and presentation contribute to meaning. (Moth and cheetah non-fiction books.)</p> <p>Prepare a playscript for performance.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact upon the reader. (Harry Potter, Tyger and the Hobbit)</p>	<p>Distinguish between fact and opinion (Athens V Sparta debate)</p> <p>Increasing familiarity with myths, legends and traditional stories (Perseus the Gorgon Slayer and Theseus and the Minotaur)</p>	<p>Learn a wide range of poetry by heart. (The Highwayman)</p> <p>Prepare poems to read aloud and perform, showing an understanding through intonation, tone and volume so that the meaning is clear to the audience. (The Highwayman)</p>	<p>Make comparisons within and across texts (Compare style of Emma Carroll with that of Rick Riordan and SF Said.)</p>
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<p><u>Reading objectives</u> taught through a range of texts across the year.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (All novels covered)</p> <p>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Making comparisons within and across texts.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Predicting what might happen from details stated and implied (all novels covered.)</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering impact on the reader.</p> <p>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 courteously.</p> <p>Explain and discuss their understanding of what they have read to them and those they can read themselves including through formal presentations and debates, maintaining a focus on topic and using notes when necessary.</p> <p>Provide justifications for their views.</p>					
<p><u>Writing opportunities and composition focus</u></p> <p>Please state genres and composition focus. Where possible, please use a book/text as a</p>	<p><b>Narrative</b> – based on turtles (Base-line assessment) (<a href="#">Link to Class Names - Australia</a>)</p> <p><b>Narrative</b> based on The Explorer – focus on description, action and dialogue.</p>	<p><b>Non-chronological report</b> on cheetahs (<a href="#">Science adaptations link</a>) – secure planning of a non-fiction genre and use of a variety of layouts appropriate to purpose. Recap use of topic sentences.</p> <p><b>Explanatory</b> based on Teacher Pleaser text.</p> <p><b>Persuasive introduction</b></p>	<p><b>Narrative</b> – setting focus based on Harry Potter book.</p> <p><b>Narrative</b> – character focus based on Harry Potter book.</p> <p><b>Formal letter</b> from professor to</p>	<p><b>Persuasion</b> – come to Greece holiday adverts (<a href="#">Geography link</a>).</p> <p><b>Balanced argument</b> – <a href="#">History link (Athens v Sparta)</a> Focus on appropriate formal writing style and balanced coverage of a topic.</p>	<p><b>Narrative</b> – retelling the poem from different character's perspectives (inspired by the Highwayman narrative poem)</p> <p><b>Formal letter</b> – inspired by The Highwayman.</p> <p>(SATs this term)</p>	<p><b>Missing person report</b> – inspired by Letters from the Lighthouse book (<a href="#">History Link-WW2</a>)</p> <p><b>Diary entry- inspired by Letters from the Lighthouse</b> (<a href="#">History link-WW2</a>) Focus on informal tone</p>



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<p>stimulus for the writing. Please include balance of fiction, non-fiction and poetry across the year. Make sure the writing opportunities excite you as a teacher!</p>	<p><b>Poem</b> based on The Lost Words book. Focus on use of literary features to create effects - metaphors, similes, rhythm and alliteration.</p>	<p><b>Explanatory</b> based on Moth- an evolution story book (<a href="#">Science Link</a>)</p>	<p>Mr and Mrs Weasley - inspired by Harry Potter</p>	<p><b>Narrative</b> - Based on Greek myths and legends. Focus on use of suspense and maintaining plot structure.</p>		<p>(Residential and secondary school visits this term.)</p>
<p><b><u>Sentence objectives including punctuation</u></b> Please outline recapping of skills taught previously too.</p>	<p><b>Recap on complex sentences</b> using conjunctions although, as, when, while, since, until, just as, so that, because, despite etc.)</p> <p><b>Varying sentence openers</b> - ly, prepositional phrase, sub conjunctions)</p>	<p><b>Non-chronological Report and explanatory</b></p> <p><b>Semi-colons</b> to link two sentences</p> <p><b>Colons</b> to introduces lists</p> <p><b>Use of pronouns and alternative noun phrases</b> to avoid noun repetition of nouns and therefore create more cohesion.</p>	<p><b>Recap use of parenthesis</b> to 'drop' in relative clauses to add more detail. Experiment with dropping relative pronoun to create more cohesion.</p> <p><b>Recap use of semi-colon</b> in narrative</p>	<p><b>Persuasion</b></p> <p><b>Recap on use of topic sentences</b> to introduce a paragraph.</p> <p><b>Linking ideas across paragraphs</b> using adverbials such as 'In addition to world class historical sites, Greece also offers ...</p> <p><b>Recap use of semi colon.</b></p>	<p><b>Narrative</b></p> <p>Recap on all narrative sentence and punctuation objectives visited so far.</p> <p>Use of a repetition of a word or phrase to create <b>cohesion</b>.</p> <p><b>Use of perfect forms of verbs</b> to mark</p>	<p><b>Report</b></p> <p><b>Use of bullet points - punctuate consistently</b></p> <p><b>Recap use of a colon</b> to introduce a list.</p> <p><b>Use of a semi-colon</b> within a list.</p> <p><b>Use of formal tone including agentless passive voice</b> - It is</p>



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	<p><b>Recap use of commas</b> to clarify meaning or to avoid ambiguity.</p> <p><b>Inverted commas</b> to demarcate dialogue.</p>	<p><b>Parenthesis</b> – use of a pair of commas or brackets to ‘drop’ in a relative clause. Identify and use relative pronouns.</p> <p>Understand the difference between <b>formal and informal</b> language.</p> <p><b>Use of agentless passive voice</b> in non-chronological reports – ‘These creatures can be found...’</p> <p><b>Use of expanded noun phrases</b> to convey information concisely in explanatory writing.</p> <p><b>Use of hyphens</b> to avoid ambiguity (Teacher-pleaser writing)</p>	<p><b>Recap previous sentence starters</b> and teach ‘ing’ adverbial and simile. Aim to vary openers along with sentence length to <b>create cohesion</b>.</p> <p>Use of a <b>short sentence</b> to create drama in a narrative.</p> <p>Recap and secure understanding of <b>main and subordinate clauses</b>.</p> <p>Recap use of inverted commas to demarcate dialogue.</p>	<p><b>Narrative</b></p> <p><b>Use of hyphen to avoid ambiguity</b> (E.g. man-eating beast verses to man eating beast.)</p> <p><b>Recap use of semi-colon</b> to link clauses.</p> <p><b>Use of precise noun phrases (recap)</b></p> <p><b>Changing verbs from past to present tense</b> (Revise from previous years.)</p> <p><b>Recap on use of adverbials and pronouns</b> to create cohesion.</p> <p><b>Balanced argument</b></p> <p><b>Linking ideas across paragraphs</b> using adverbials such as on</p>	<p>relationship of time and cause.</p> <p><b>Present perfect</b> – This is a story I have never told before. I have always considered myself to be a good man... I have kept the events of that fateful night last December secret until now.</p> <p><b>Past perfect</b> I had always been a level headed man until that fateful night... I had cleaned the stable by the time...I had suspected that he..., He had already dismounted his horse when I caught sight of him.</p>	<p>thought that Miss Bradshaw was last seen... She was last sighted heading towards... Miss Bradshaw was spotted with a young man...</p>
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			<p><b>Use of informal dialogue</b> in narrative (Hagrid)</p> <p><b>Use of subjunctive in formal letter</b> – If this were to happen again...</p> <p><b>Use of passive voice in formal letter</b> – It has been brought to our attention that ...</p>	<p>the other hand, in contrast etc.)</p> <p><b>Recap on use of a colon</b> to introduce a list.</p> <p><b>Use of semi-colon</b> within a list.</p>	<p>Use of a dash for emphasis.</p>	
<p><b>Language Enrichment Key vocabulary</b> Which vocab will you feed into lessons in context to aid children's</p>	<p><b>Narrative- Turtle Subject-Specific</b> emerged, plunged, soared, plummeted, hauled, scurried, scampered, struggled, illuminated, approached, scrambled</p>	<p><b>Non-Chron Subject- specific</b> savannah, mammal, habitat, adaptations, extinction, continent, felines, population  semi-retractable, aerodynamic, elasticated, endangered, fascinating,</p>	<p><b>Narrative Subject specific</b> shadowy, bustling, meandering, mysterious, pewter, glimmering, inquisitive, peculiar, curious, cobbled,</p>	<p><b>Persuasion Subject-Specific</b> peaceful , tranquil, secret, powdery, azure, undiscovered, hidden , magnificent, serene, turquoise, iridescent, picturesque, postcard-perfect, dramatic, sapphire, emerald, unspoilt, endless, idyllic,</p>	<p><b>Narrative (Focus on use of archaic language) Subject-Specific</b> moor, galleon, rapier, hilt, ostler, wicket, stirrups, casement, harry, bonny, cobbles, inn, claret</p>	<p><b>Report Subject Specific Vocab</b> disappearance, sighted, air raid, picture palace, bomb, mackintosh, blonde, air-raid siren, anti-aircraft fire, blitz, incendiary bomb, air-raid warden, stirrup pump, Luftwaffe,</p>





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<p>writing? Please consider both subject specific vocabulary as well as text-type-specific vocabulary</p>	<p>alarming, piercing, menacing, sinister, relentless, fatigued, devilish, defenceless, puny, feeble</p> <p>talons, predator, prey, lair, freedom</p> <p>breathlessly, awkwardly, effortlessly, eagerly, mercilessly, furiously, relentlessly.</p> <p><b><u>Text-Type Specific Language</u></b></p> <p><b>(Subordinating Conjunctions)</b> As, when, while, as soon as, just as, before, after, although, despite, even if</p> <p><b>(Prepositional openers)</b> High above, In the distance, Above the .....</p>	<p>inhabit, accelerate</p> <p><b><u>Text-Type Specific Language</u></b> <b>(Subordinating conjunctions)</b> due to, although, despite. <b>(Alternative noun phrases to avoid repetition of 'cheetah')</b> These fascinating felines, these wonders of the savannah, this king of speed etc.</p> <p><b><u>Explanatory (Teacher Pleaser)</u></b> <b>Subject Specific/technical language</b> Dispenser, conveyor belt, Extendable, titanium, retractable, state-of-the-art, sophisticated, powerful, aluminium, efficient, revolutionary automatic, mechanism, activates, rotates, launches, triggers, catapults, motor</p>	<p>inviting, ramshackle towering, crumbling, grimy, bewildered, gleaming, crimson, violet, sinister, menacing, pale</p> <p>eagerly, warmly, impatiently, suspiciously, mysteriously, tentatively, unexpectedly, abruptly, coldly, nervously, swiftly</p> <p>parchment, quill, curiosity, astonishment, bewilderment</p> <p><b><u>Text-Type Specific Language</u></b> <b>(Subordinating Conjunctions)</b> As, when, while, as soon as, just as, before, after,</p>	<p>alluring, shimmering, enchanting, magical, inviting, soothing, refreshing, unparalleled</p> <p>coves, bay, snow-capped peaks, Aegean Sea, Mediterranean Sea, Europe, harbour.</p> <p><b><u>Text-Type Specific Language</u></b> <b>(Imperative verbs)</b> Admire, relish, wander, gaze, explore, marvel</p> <p><b>(Subordinating Conjunctions)</b> when, because, if, while, before, after, whenever.</p> <p><b>(Adverbials)</b> In addition to, For those interested in nature, As well as...</p> <p><b><u>Narrative Subject-Specific</u></b> Stumbled, engulfed, silhouetted, ventured, illuminated,</p>	<p><b>Text-type specific vocab</b> <b>(Subordinating conjunctions)</b> As, when, while, before, just as, although, despite, even if, whenever, as soon as.</p> <p><b>Adverbials of time</b> Only moments later, Within seconds, Later that fateful evening, Moments before the stroke of midnight, Many days later, At dusk, Before sunrise,</p> <p><b>(Prepositional openers)</b> In the distance, Above the ....., Beyond the ..., Beneath the... Through the ...</p> <p><b><u>Formal Letter Subject-specific vocab</u></b> inform, attire, conversed, endeavour, terminate, beverage, intoxicated, elope,</p>	<p>destruction, picture palace, identity</p> <p><b><u>Text-Type Specific</u></b> <b>(Starters to encourage agentless passive)</b></p> <p>It is not known... It is believed that... It is unclear whether...</p>
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	<p>Beyond the ..., During the night, Before sunrise,</p> <p><b><u>Narrative - The Explorer</u></b> <b>Subject Specific Vocabulary</b></p> <p>foliage, canopy, branches, depths, macaws, toucan, hummingbird</p> <p>dense, vivid, vibrant, damp, gentle, soft, waxy, tangled, glimmering, mossy, distant, vast, exquisite, gnarled, luminous, immense, broad</p> <p>soared, swooped, weaved, darted, chattered, raced emerged, awoke, clambered, stumbled, shuddered, bellowed</p> <p>tentatively, unexpectedly,</p>	<p><b>Text-Type Specific Language (Causal language)</b> This causes As a result Consequently ....which causes... ....which provides... ....causing the.....to....</p>	<p>although, despite, even if, even when,</p>	<p>Depths, stench, gloom, courage, torchlight, darkness, labyrinth, Minotaur, King Minos, King Aegeus</p> <p>vast, forbidding, damp</p> <p>Barely, gently, tentatively</p> <p><b>Text-Type- Specific Vocabulary (Subordinating Conjunctions)</b> As, when, while, as soon as, just as, before, after, although, despite, even if</p> <p><b>Adverbials of time</b> Moments later, Within seconds, Several terrifying seconds later, Many years later,</p> <p><b>Balanced Argument Subject-Specific Vocab</b> city-state, oligarchy, rivals, democracy, Spartan, Athenian, literate, illiterate,</p>	<p>acquainted, appreciate, criminal</p> <p><b>Text-Type Specific (Adverbs to show contrast or further weight)</b> however (to be used after a semi-colon to present a contrasting point) Indeed Moreover Furthermore</p> <p>Yours sincerely</p>	
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	<p>anxiously, eagerly, cautiously, menacingly</p> <p><b>Text-Type Specific Language (Subordinating Conjunctions)</b> As, when, while, as soon as, just as, before, after, although, despite, even if</p> <p><b>(Prepositional openers)</b> High above, In the distance, Beside the ....., Beyond the ..., During the night, Before sunrise,</p> <p>(Adverbs openers) Eagerly, Softly, Reluctantly, Suspiciously,</p>			<p>agriculture, trade, warriors, physical, academic, citizen, military, society</p> <p><b>Text-Type Specific (Adverbs to show contrast or further weight)</b> however (to be used <b>after a semi-colon</b> to present a contrasting point) Indeed Moreover Furthermore</p>		
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<p><b>Speaking and Listening Opportunities and First Hand Experiences</b></p>	<p>Survival day – whole year group to get ‘stranded’ in the Amazon (Ferndale Forest) and have to survive for the day.</p> <p>Perform a chosen Lost Words poem with a group. Record on iMovie. (link to National Poetry Day)</p>	<p>Read Teacher Pleaser to chosen teacher – can they persuade them to buy this machine? Have they explained how it works clearly enough?</p> <p>Mini Christmas playscripts – reading and performing activity in the week before Christmas.</p>	<p>Harry Potter trip to Leavesden.</p> <p>Choose section of own narrative to read aloud to younger children with intonation and expression, focussing on expression in dialogue.</p>	<p>Take part in a Greek debate - which city state was the best- Athens or Sparta?</p> <p>Role-play in costume.</p>	<p>Hot seating of Highwayman characters.</p> <p>Perform sections of the Highwayman to the class – emphasis on creating atmosphere and rhythm when retelling.</p>	<p>Perform a police report radio broadcast as part of writing preparation for missing person report.</p> <p>Coleshill WW2 trip</p>																		
<p><b>Previous Knowledge</b></p>	<table border="1"> <thead> <tr> <th colspan="2">Year 5: Detail of content to be introduced (statutory requirement)</th> </tr> </thead> <tbody> <tr> <td><b>Word</b></td> <td>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>] <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</td> </tr> <tr> <td><b>Sentence</b></td> <td><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</td> </tr> <tr> <td><b>Text</b></td> <td>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</td> </tr> <tr> <td><b>Punctuation</b></td> <td>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</td> </tr> <tr> <td><b>Terminology for pupils</b></td> <td>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</td> </tr> </tbody> </table>		Year 5: Detail of content to be introduced (statutory requirement)		<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i> ]	<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]	<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, <i>he had seen her before</i> ]	<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	<b>Terminology for pupils</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	<p><b>New Knowledge</b></p>	<table border="1"> <thead> <tr> <th colspan="2">Year 6: Detail of content to be introduced (statutory requirement)</th> </tr> </thead> <tbody> <tr> <td><b>Word</b></td> <td>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</td> </tr> <tr> <td><b>Sentence</b></td> <td>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</td> </tr> </tbody> </table>			Year 6: Detail of content to be introduced (statutory requirement)		<b>Word</b>	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].	<b>Sentence</b>	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]
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# Ferndale Primary and Nursery School

## English: Year 6

			<p><b>Year 6: Detail of content to be introduced (statutory requirement)</b></p> <table border="1"> <tr> <td><b>Text</b></td> <td> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> </td> </tr> <tr> <td><b>Punctuation</b></td> <td> <p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> </td> </tr> <tr> <td><b>Terminology for pupils</b></td> <td> <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p> </td> </tr> </table>	<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<b>Terminology for pupils</b>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>
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