

Literacy Map – Year 6

GRAMMAR THROUGH READING & WRITING	
Sentence	Word
<ul style="list-style-type: none"> • Identify and use main subordinate clauses accurately • Write complex sentences using an embedded clause beginning with <i>who, which, where, whose, when</i> or <i>that</i>, or with an implied relative pronoun • Use rhetorical questions to engage the reader • Understand differences between formal and informal structures in speech and writing – using non- standard forms in speech, question tags (<i>he’s good, isn’t he?</i>) and subjunctive forms (<i>it is important that you be present at the meeting</i>) • Use passive form to affect the presentation of information in a sentence 	<ul style="list-style-type: none"> • Use expanded noun phrases to add detail or convey complicated information (<i>new baker’s shop on the green</i>) • Use modal verbs (<i>may, might, should</i>) or adverbs (<i>perhaps, surely</i>) to indicate degrees of possibility • Converting nouns or adjectives into verbs using suffixes (eg. – ate, - ise, -ify). • Know how some words are related by meaning – synonyms and antonyms (<i>big, large, little</i>)
Punctuation	Text
<ul style="list-style-type: none"> • Use and punctuate direct and reported speech accurately and know the difference between the two • Use commas to clarify meaning or avoid ambiguity • Use brackets, dashes or commas to indicate parenthesis • Use hyphens to avoid ambiguity (<i>the best dressed boy</i>) where the individual words could cause confusion • Use ellipsis appropriately • Use a colon to introduce a list • Use semi-colons, colons or dashes to mark boundaries between main clauses • Punctuate bullet points consistently <p>Key terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	<ul style="list-style-type: none"> • Use connectives (<i>eg. Despite, after that, although, therefore</i>) to build cohesion within a paragraph. • Use a wider range of connectives – <i>meanwhile, however, on the other hand</i> – to link ideas across paragraphs • Apply the rules of Standard English accurately and consistently: <ul style="list-style-type: none"> - Agreement between nouns/pronouns and verbs - Consistency of tense and subject - Avoidance of double negatives - Avoidance of slang

SPELLING (see also Years 5-6 word list)

- Revision of work from previous years
- Endings which sound like shus spelt –cious or –tious
- Endings which sound like shal
- Words ending in –ant, -ance/-ancy, -ent, -ence/-ency
- Words ending in – able and –ible/ words ending in –ably and –ibly
- Adding suffixes beginning with vowel letters to words ending in -fer

- Use of the hyphen
- Words with the ee sound spelt ei after c
- Words containing the letter string ough
- Words with ‘silent’ letters (ie. Words whose presence cannot be predicted from the pronunciation of the word)
- Homophones and other words that are often confused

WRITING COMPOSITION

- Identifying audience/purpose, selecting the appropriate form and using similar writing as models
- Noting and developing initial ideas, sometimes drawing on reading and research
- In narrative writing, considering how authors have developed characters and settings
- Selecting appropriate grammar and vocabulary, understanding the effect on 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/presentational devices to structure text and guide the reader (eg. Headings, bullet

RANGE

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books
- 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 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

<p>points, underlining, columns, tables)</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects/ clarify meaning • Distinguishing between the language of speech and writing • Proof-read for spelling and punctuation errors 	
<p>READING COMPREHENSION</p>	<p>OTHER ORACY (see whole school objective)</p>
<ul style="list-style-type: none"> • 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 supporting details • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, and the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • Discussing books read to them, and by themselves, building on their own and others' ideas and challenging views courteously • Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Providing reasoned justifications for their views • Preparing poems and plays to read aloud/perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear
<p>HANDWRITING</p>	<p>BOOKS READ AS A CLASS</p>
<p><u>Write legibly, fluently and with increasing speed by:</u></p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters • Choosing the writing implement that is best suited for a task (eg. Quick notes, letters) 	<ul style="list-style-type: none"> • Michael Morpurgo – Kensuke's Kingdom • Anthony Horowitz – Stormbreaker