

## Year 6 Medium term plan

<b>Reading</b> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	<b>Writing</b>	<b>Spelling</b>	<b>Speaking and Listening</b>	<b>Handwriting</b>
<ul style="list-style-type: none"> <li>• To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>• To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>• To recognise more complex themes in what they read (such as loss or heroism).</li> <li>• To 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.</li> <li>• To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</li> <li>• To draw out key information and to summarise the main</li> </ul>	<ul style="list-style-type: none"> <li>• To note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>• To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>• To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• To habitually proofread for spelling and punctuation errors.</li> <li>• To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li> <li>• To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</li> <li>• To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</li> <li>• To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</li> <li>• To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</li> <li>• To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</li> <li>• To spell all of the Y5 and Y6 statutory spelling words correctly.</li> <li>• To use their knowledge of</li> </ul>	<ul style="list-style-type: none"> <li>• To make improvements based on constructive feedback on their listening skills.</li> <li>• To follow complex directions/multi-step instructions without the need for repetition.</li> <li>• To regularly ask relevant questions to extend their understanding and knowledge.</li> <li>• To articulate and justify answers with confidence in a range of situations.</li> <li>• To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</li> <li>• To gain, maintain and monitor the interest of the listener(s).</li> <li>• To select and use appropriate registers for effective communication</li> <li>• To use relevant strategies to build their vocabulary.</li> <li>• To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</li> <li>• To speak audibly, fluently</li> </ul>	<ul style="list-style-type: none"> <li>• To write legibly, fluently and with increasing speed by:</li> <li>• -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;                         <ul style="list-style-type: none"> <li>- choosing the writing implement that is best suited for a task.</li> </ul> </li> <li>• To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra)</li> <li>• and capital letters (e.g. for filling in a form).</li> </ul>

<p>ideas in a text.</p> <ul style="list-style-type: none"> <li>• To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</li> <li>• To compare characters, settings and themes within a text and across more than one text.</li> <li>• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</li> <li>• To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</li> <li>• To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</li> <li>• To retrieve, record and present information from non-fiction texts.</li> <li>• To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</li> </ul>	<ul style="list-style-type: none"> <li>• To distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> <li>• To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). <ul style="list-style-type: none"> <li>• To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>• To use the subjunctive form in formal writing.</li> <li>• To use the perfect form of verbs to mark relationships of time and cause.</li> <li>• To use the passive voice.</li> <li>• To use question tags in informal writing.</li> <li>• To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</li> <li>• To recognise and use the terms subject, object, active, passive, synonym, antonym,</li> </ul> </li> </ul>	<p>adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <ul style="list-style-type: none"> <li>• To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</li> <li>• To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</li> <li>• To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise).</li> <li>• To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</li> <li>• To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> </ul>	<p>and with a full command of Standard English in all situations.</p> <ul style="list-style-type: none"> <li>• To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</li> <li>• To confidently explain the meaning of words and offer alternative synonyms.</li> <li>• To communicate confidently across a range of contexts and to a range of audiences.</li> <li>• To articulate and justify arguments and opinions with confidence.</li> <li>• To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</li> <li>• To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</li> <li>• To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</li> <li>• To consider and evaluate</li> </ul>	
---	---	--	--	--

	ellipsis, hyphen, colon, semi-colon and bullet points	<ul style="list-style-type: none"><li>• To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</li></ul>	<p>different viewpoints, adding their own interpretations and building on the contributions of others.</p> <ul style="list-style-type: none"><li>• To offer an alternative explanation when other participant(s) do not understand.</li></ul>	
--	---	--	---	--