Stage 6

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly recommended for Stage 6:

Fiction:

Genres: *science fiction; stories with flashbacks; stories by significant children's authors*

Poetry: *poems with a wide range of different features, for example, themes, imagery, structure*

Plays: *a playscript by a significant writer*

Non-fiction:

Arguments

Persuasive texts: *news articles*

Recounts: *biography and autobiography*

Reading

Word structure (phonics)

By end of Stage 4 learners should have a secure understanding of phonics.

Writing

Word structure (spelling)

- **6Ww.01** Explore and use different ways of representing consonants, e.g. -*ck*, -*k*, -*ke*, -*que* or -*ch* for /k/; -*ch* or -*tch* for /ʧ/; *j*-, *g*- or -*dge* for /ʤ/.

- **6Ww.02** Explore and spell words with different suffixes but similar pronunciation, e.g. -*tion*, -*cian*, -*sion*, -*ssion*; -*ance*, -*ence*.

- **6Ww.03** Further develop understanding of how to add prefixes and suffixes to root words, and when the root word changes.

- **6Ww.04** Spell familiar homophones and commonly confused words correctly, e.g. *aloud*, *allowed*; *past*, *passed*; *advice*, *advise*; *desert*, *dessert*.

- **6Ww.05** Explore a range of spelling rules and exceptions.

- **6Ww.06** Use effective strategies to spell a wide range of words correctly.

- *****6Ww.07** Use paper-based and on-screen tools to find the correct spelling of words; keep and use spelling logs of misspelt words, and identify words that need to be learned.

Reading

Vocabulary and language

- **6Rv.01** Deduce the meanings of unfamiliar phrases from their context, including phrases which are no longer common in modern times.

- **6Rv.02** Explore word origins and derivations, including the use of words from other languages.

- ***6Rv.03** Identify and record interesting and significant words, and synonyms, from texts to inform own writing.

- **6Rv.04** Comment on a writer's choice of language, demonstrating some awareness of the impact on the reader.

- **6Rv.05** Explore commonly used figurative expressions, e.g. *as cool as a cucumber*, *crying crocodile tears*.

- ***6Rv.06** Begin to explain how figurative language creates imagery in texts and takes understanding beyond the literal.

Writing

Vocabulary and language

- ***6Wv.01** Use specialised vocabulary accurately to match a familiar topic.

- **6Wv.02** Explore and use words and phrases to convey shades of meaning appropriate to the context.

- **6Wv.03** Transform meaning with prefixes and suffixes.

- **6Wv.04** Choose and use vocabulary carefully to develop imaginative detail.

- ***6Wv.05** Begin to use figurative language to evoke an imaginative response from the reader.

- ***6Wv.06** Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work.

Reading

Grammar and punctuation

- **6Rg.01** Explore in texts, and understand, the uses of colons, semi-colons, ellipses, parenthetic commas, dashes and brackets.

- **6Rg.02** Identify the main clause and other clauses (subordinate clauses) in a complex sentence.

- **6Rg.03** Begin to show awareness of the impact of a writer's choices of sentence length and structure.

- **6Rg.04** Explore how different relative pronouns are used in texts to introduce additional detail.

- **6Rg.05** Identify different word classes in texts and understand their purposes.

- **6Rg.06** Explore, and understand, the use of active and passive verb forms.

- **6Rg.07** Explore differences between written and spoken English by comparing narrative and dialogue.

- **6Rg.08** Explore and discuss grammatical features in a range of texts, e.g. verb forms, sentence types, use of different word classes.

Writing

Grammar and punctuation

- **6Wg.01** Use commas, dashes and brackets parenthetically.

- **6Wg.02** Punctuate direct and reported speech accurately.

- **6Wg.03** Use punctuation effectively to clarify meaning in complex sentences.

- **6Wg.04** Use a variety of simple, compound and complex sentences chosen for effect.

- **6Wg.05** Use active and passive verb forms within sentences.

- **6Wg.06** Ensure grammatical agreement of quantifiers with countable and uncountable nouns, e.g. *less* and *fewer*.

- **6Wg.07** Use relative pronouns to introduce additional detail.

- **6Wg.08** Use the conventions of standard English appropriately in writing, including for different types of texts, e.g. verb forms, sentence structure, use of different word classes.

Reading

Structure of texts

- **6Rs.01** Explore and describe the progression of ideas in a text, including the handling of time (e.g. to manage flashbacks, or events which are presented out of chronological order).

- *6Rs.02** Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.

- **6Rs.03** Explore and recognise how ideas are organised and linked cohesively across a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological order; use of *however* and *on the other hand* to introduce a new paragraph in a balanced argument.

Writing

Structure of texts

- **6Ws.01** Manage the development of an idea across an extended piece of writing, e.g. by linking the end to the beginning.

- **6Ws.02** Use paragraphs, sections and chapters to organise ideas and support overall cohesion of a text, e.g. new chapters to manage flashbacks or events which are presented out of chronological sequence.

- **6Ws.03** Use a range of connectives to link paragraphs and sections clearly and cohesively, e.g. use of *however* and *on the other hand* to introduce counter-arguments in a balanced argument.

- *6Ws.04** Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

Reading

Interpretation of texts

- ***6Ri.01** Understand the difference between fiction and non-fiction texts and locate books by classification.

- ***6Ri.02** Read and explore a range of fiction genres, poems and playscripts, including identifying the contribution of any visual elements or multimedia.

- ***6Ri.03** Identify, discuss and compare different fiction genres and their typical characteristics.

- ***6Ri.04** Read and explore a range of non-fiction text types.

- **6Ri.05** Identify, discuss and compare the purposes and features of different non-fiction text types, including balanced written arguments.

- ***6Ri.06** Explore explicit meanings in a range of texts.

- **6Ri.07** Summarise explicit meanings drawn from more than one point in a text.

- ***6Ri.08** Explore implicit meanings in a range of texts.

- **6Ri.09** Use evidence from more than one point in a story to support predictions about what might happen later in the story.

- **6Ri.10** Make a range of plausible inferences from texts.

- **6Ri.11** Comment on how a writer influences the reaction of readers, including how they present characters and settings, and evoke particular moods (e.g. suspense, anger, excitement).

- ***6Ri.12** Distinguish between fact and opinion in a range of texts.

- **6Ri.13** Locate and use relevant information from one or more points in a text, or from different texts, confidently and efficiently.

Writing

Creation of texts

- ***6Wc.01** Develop creative writing in a range of different genres of fiction and types of poems.

- **6Wc.02** Use effective planning to inform the content and structure of extended writing, e.g. chapters.

- **6Wc.03** When writing stories, develop descriptions of settings, characters and action that engage and entertain the reader.

- **6Wc.04** Include different viewpoints in fiction, e.g. when writing stories with flashbacks.

- **6Wc.05** Write a playscript using production notes, language and stage directions, to develop characters and settings.

- ***6Wc.06** Develop writing for a purpose using language and features appropriate for a range of text types.

- ***6Wc.07** Develop writing of a range of text types for a specified audience, using appropriate content and language.

- **6Wc.08** Write balanced arguments, developing points logically and convincingly.

Reading

- ***6Ri.14** Support answers to questions with reference to, or quotations from, one or more points in a text.

- **6Ri.15** Recognise explicit and implicit ways in which the theme of a text is conveyed.

- **6Ri.16** Comment on how different viewpoints are expressed in fiction and non-fiction texts.

- **6Ri.17** Distinguish between texts with a writer's voice and texts with a narrator's voice.

Appreciation and reflection

- ***6Ra.01** Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.

- **6Ra.02** Express personal responses to texts, including preferences in terms of language, style and themes.

- **6Ra.03** Begin to choose a more diverse range of books to read, including writers or genres which compare or contrast with previous reading.

- **6Ra.04** Comment on how readers might react differently to the same text, depending on where or when they are reading it.

Writing

Presentation and reflection

- **6Wp.01** Develop a personal handwriting style to write legibly, fluently and with appropriate speed.

- **6Wp.02** Begin to decide when it is helpful to take notes and how to record them.

- ***6Wp.03** Begin to choose appropriate ways to lay out and present texts to suit the purpose and audience (handwritten, printed and onscreen).

- ***6Wp.04** Evaluate own and others' writing, suggesting improvements for sense, accuracy and content, including to enhance the effect.

- ***6Wp.05** Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

Speaking and Listening

Making yourself understood

- **6SLm.01** Adapt pace and tone of speech appropriately in formal and informal contexts.

- **6SLm.02** Structure information to aid the listener's understanding of the main and subsidiary points.

- **6SLm.03** Use language to convey ideas and opinions, with increasing clarity and detail.

- ***6SLm.04** Adapt non-verbal communication techniques for different purposes and contexts.

- ***6SLm.05** Show awareness of different audiences, e.g. by using the appropriate register.

Showing understanding

- **6SLs.01** Listen, reflect on what is heard and give a reasoned response with reference to at least one specific point made by the speaker.

Group work and discussion

- ***6SLg.01** Take different assigned roles within groups, and begin to assign roles within a group.

- ***6SLg.02** Show consideration of another point of view.

- **6SLg.03** Extend a discussion by building on own and other's ideas.

- **6SLg.04** Encourage others to take turns in a discussion.

Performance

- ***6SLp.01** Read aloud with accuracy, and increasing confidence and style.

- **6SLp.02** Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.

- ***6SLp.03** Plan and deliver independent and group presentations confidently to a range of audiences, adapting presentations appropriately to the audience.

- ***6SLp.04** Begin to make choices about the most appropriate media for a particular presentation.

Speaking and Listening

Reflection and evaluation

- ***6SLr.01** Evaluate own and others' talk, including what went well and what could be improved next time.

- **6SLr.02** Begin to explain variations in communication, including register.