



# Progression of Skills Year 6 English

## Reading

- Use words and word parts to think about what new words mean and sound like.
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
- Become familiar with a wide range of books from the English literary heritage and also books from other cultures and traditions
- Identify and discuss themes and conventions in and across a wide range of writing.
- Can ask questions about reading to further improve understanding.
- Can justify views
- Can make comparisons within and across books.
- Learnt a wider range of poems by heart
- Able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
- Check understanding of books through discussion and exploring the meaning of words.
- Show understanding of reading by drawing inferences from within the text and justifying them with evidence
- Can predict what may happen in a story from details given and suggested in the text.
- Identify key details and ideas in texts by summarising a given number of paragraphs
- Know authors use particular language which will have impact on the reader.
- Can distinguish between statements of fact and opinion
- Can retrieve, record and present information from non-fiction.
- Participate in discussions about books by listening to others' ideas
- Can present or debate on topics, using notes if necessary.

## Writing

- Use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
- Use brackets, dashes or commas to create an explanation section in a sentence.
- Begin sentence clauses with who, which, where, when, whose, that or with.
- Use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.
- Can write out formal speech or texts using appropriate vocabulary.



**Believe, Achieve and Succeed**  
*Christ Be Our Light*



- Use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.
- Know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).
- Link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.
- Mark out separate clauses in a sentence by using a semi-colon or colon
- Use a colon to indicate the beginning of a list.
- Use bullet points accurately when constructing a list.
- Can make the structure in a paragraph more interesting by using word structures such as then, after that, this, firstly
- Know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
- Use commas to structure sentences and clarify the meaning of a text.
- Structure work with appropriate headings, sub-headings, columns, bullets, or tables.
- Make sure others can read the handwriting and decide whether or not to join specific letters
- Choose the writing tool that is best suited for a task
- Plan the structure of writing by identifying the audience for the text and the purpose of the writing.
- Plan writing by making notes and then developing y initial ideas by reading and researching other texts and thoughts.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Review work to further describe and develop settings, characters and the narrative atmosphere.
- Use themes and details to help link paragraphs together into a flow of text.
- Use headings, bullet points and underlining to structure and guide a reader through the writing.
- Evaluate and edit work by comparing with the work of others' and explore whether mthe writing is the high quality expected.
- Ensure use of the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation
- Proof-read work to correct spelling and punctuation mistakes

Read aloud work so the meaning is clear, fluent and flows correctly