Orton Wistow Primary School – Curriculum Plan

Subject : English	Year : 6	Term : Whole Year

Vocabulary	Knowledge	Understanding	Skills
	What children will know	What children will understand	What children will be able to do

Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating

Vocabulary

subject - a noun or noun phrase that is one of the two main parts of a sentence. A subject usually names the person, place, thing, or condition that the verb explains.

object - any thing or person to which a thought or action is directed.

active - A sentence is written in active voice when the subject of the sentence performs the action in the sentence

passive - A sentence is written in passive voice when the subject of the sentence has an action done to it by someone or something else

synonym - a word having the same or nearly the same meaning as another word of the same language.

antonym - a word that has the opposite meaning of another word.

ellipsis - a sign (. . .) used to indicate an omission of letters or words, or a change of thought, time, or the like; ellipsis points.

hyphen - a punctuation mark (-). It is used to join the parts of a compound word. It is

Knowledge – What children will know

• spell some words with 'silent' letters

• continue to distinguish between homophones and other words which are often confused

• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

• use further prefixes and suffixes and understand the guidance for adding them

• use dictionaries to check the spelling and meaning of words

• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

• differences in informal and formal language

• synonyms & antonyms

Understanding – What children will understand

• choosing the writing implement that is best suited for a task

• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

• using hyphens to avoid ambiguity

• using semicolons, colons or dashes to mark boundaries between independent clauses

• using a colon to introduce a list punctuating bullet points consistently

• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

• using passive verbs to affect the presentation of information in a sentence

• using the perfect form of verbs to mark relationships of time and cause

• understand further cohesive devices such as grammatical connections and adverbials

• using expanded noun phrases to convey complicated information concisely

Skills – What children will be able to do

• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance 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 and presentational devices to structure text and to guide the reader

• use a thesaurus

• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

• assessing the effectiveness of their own and others' writing

• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	**Learning** Remembering	**Teaching** Telling	**Assessment** Testing	**Learning** Practising	**Teaching** Coaching	**Assessment** Observing	**Learning** Reflecting	**Teaching** Facilitating	**Assessment** Evaluating
also used at the end of a line to divide a word between syllables. **colon** - a punctuation mark (:). It is used to introduce a series, quotation, or explanation. **semi-colon** - a punctuation mark (;). It is used to separate independent clauses in a sentence when there is no conjunction. **bullet points** - Bullet points can be used to: break up complicated information. make it easier to read. turn it into a list.				• using modal verbs or adverbs to indicate degrees of possibility • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • use of ellipsis			• proofread for spelling and punctuation errors • noting and developing initial ideas, drawing on reading and research where necessary • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed		