

**Objectives for Year 6 Term 3**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Monitor the effect of their talk on the listener and adapt it in response <i>Analyse and evaluate a range successful speakers for useful techniques</i> Consider, evaluate and build on different viewpoints during debates and discussions</p> <p><b>Drama</b> <i>Organise and present a play for an invited audience</i></p>	<p><b>Word Reading</b> Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p><b>Being a Reader</b> Read and <i>critically</i> discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including modern and classic fiction <i>Discuss and compare a range of children’s authors and poets</i> Read for a range of purposes Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone <i>and word emphasis</i> so that the meaning is clear to an audience Identify, discuss <i>and compare</i> themes <i>Use pertinent and technically specific vocabulary when talking about books</i> Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary</p> <p><b>Reading Comprehension</b> Check that the text makes sense to them and use questioning and discussion to further their understanding <i>Empathise with emotions in deeper texts</i> Answer a range of question types on single and multiple texts Refine and verify predictions in discussion with others Summarise the key points in a more complex text, using their own words to</p>	<p><b>Planning, Composing and Evaluating</b> Develop their own ideas for writing through reading, research <i>and personal experience</i> Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose form <i>and subject when writing poetry and non-fiction</i> Ensure that the content and style of writing accurately reflects the purpose Experiment with writers’ techniques borrowed from book, screen and stage Use informal and formal structures and style appropriate to the reader <i>Use a range of techniques for special effects e.g. asides, flashbacks, footnotes etc.</i> <i>Show a confident and established voice throughout a piece of writing</i> <i>Affect the emotions of the reader at points in the text</i> Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Change vocabulary and grammar to enhance effects and clarify meaning Check that the appropriate register is being used <i>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 6)</i> <i>Select and use stylistic devices to</i></p>	<p><b>Spelling</b> Revise previous spelling conventions Use a dictionary to check the meaning and spelling of words Use a thesaurus <i>Investigate spelling patterns and conventions</i> Spell words with silent letters e.g. doubt Spell and use homophones which end in -se and -ce e.g. practice and practise Use knowledge of word roots, prefixes and suffixes to aid spelling <i>Choose the correct spelling by using a visual strategy (‘Does it look right?’)</i></p> <p><b>Handwriting and Presentation</b> Consistently use a neat, personal handwriting style <i>Present work produced using on-screen media stylishly and cohesively</i></p>

	<p>establish clear meaning  Revise conclusions based on new evidence in the text  Develop explanations of inferred meanings  Explain how an author uses text structure and organisation to manipulate the reader  Explain how an author has used language to manipulate the reader  Identify the effects of purpose and viewpoint on the reader and begin to explain how these have been created  Explain in detail how the contexts in which texts are written contribute to meaning</p> <p><b>Being a Researcher</b>  Extend note-taking by grouping and linking notes and using abbreviations  Précis longer passages  Orchestrate a full range of research skills to conduct and present an independent research project</p>	<p>support the purpose and effect of writing</p> <p><b>Grammar, Punctuation and Vocabulary</b>  Use correct grammatical terminology when discussing their writing  Recognise and understand 'the subjunctive' e.g. If Fred <b>were</b> here, things would be different  Understand how ellipsis is used  Use ellipsis appropriately  Use a range of devices for cohesion across a text e.g. repetition, connectives, ellipsis etc.  Use more than one subordinate clause successfully in a complex sentence</p>	
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