

Year Six Progression Document 2024-25

| GPS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----|--|---|---|--|---|--|
| | <ul style="list-style-type: none"> ● To use and apply noun phrases WC:09.09.24 English lessons and guided reading. ● To use and apply modal verbs and subjunctive mood WC 16.09.2024 ● To use and apply suffixes - making nouns and adjectives to verbs ● WC 21.10.2024 ● To use and apply relative clauses ● WC23..09.2024 ● To use commas to avoid ambiguity ● WC07.10.2024 | <ul style="list-style-type: none"> ● To use and apply pronouns & possessive pronouns ● To use and apply adverbs to show frequency ● To use and apply prefixes ● To use and apply synonyms and antonyms ● Word classes ● Recognising subjunctive forms | <ul style="list-style-type: none"> ● To use and apply root words ● To use and apply hyphens ● To use and apply coordinating conjunctions ● To use and apply subordinating conjunctions and clauses ● To use and apply colons in lists ● To use and apply the active and passive | <ul style="list-style-type: none"> ● To identify the subject and object ● To recognise ambiguity with hyphens ● To use hyphenated compound words ● To use bullet points ● To use the perfect form of verbs to mark relationships of time and cause ● use of semi-colon with lists ● To use and apply semi-colons, colons and dashes to mark clauses | <ul style="list-style-type: none"> ● To use and apply direct and reported speech ● To use both formal and informal speech and vocabulary ● To recognise and apply cohesive devices | <ul style="list-style-type: none"> ● To use the correct verb tenses ● To editing and evaluating ● To write in both the formal and informal ● To recognise and apply cohesive devices |

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| <ul style="list-style-type: none">• To use and apply commas, brackets and dashes for parenthesis• WC30.09.2024• To use adverbs of possibility• WC16.09.2024 | | | | | |
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Composition and Writing

- I know the audience for and purpose of the writing
- When writing, I can select the appropriate form and I use other similar writing as models for my own
- I can note and develop ideas, drawing on reading and research where necessary
- In writing narratives, I can consider how authors have developed characters and settings in what I have read, listened to or seen performed
- I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- When writing narratives, I can describe settings, characters and atmosphere and can develop characters through dialogue and action
- I can use a wider range of cohesive devices e.g. using adverbials e.g. on the other hand, in contrast, as a consequence, and by using ellipsis
- I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, sub-headings, columns, bullets, or tables.]
- I can assess the effectiveness of my own and others' writing
- I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- I can use the correct tense throughout a piece of writing
- I can use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- I can proofread for spelling and punctuation errors
- I can perform compositions, using appropriate intonation, volume, and movement so that meaning is clear

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- I can precis (summarise) longer passages

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Reading

- I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- I can read books that are structured in different ways and can read for a range of purposes e.g. use of contents pages and indexes to locate information
- I am familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- I can recommend books that I have read to my peers, giving reasons for my choice

- I can identify and discuss themes eg. loss, heroism, and conventions in and across a wide range of writing e.g. use of first person in writing diaries
- I can make comparisons within and across books
- I can recite a wider range of poetry by heart
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- I check that the book makes sense when reading, discussing my understanding and exploring the meaning of words in context
- I ask questions to improve my understanding
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

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- I can predict what might happen from details stated and implied
 - I can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - I can identify how language, structure and presentation contribute to meaning
 - I can discuss and evaluate how authors use language, including figurative language e.g. metaphor, simile and can consider the impact on the reader
 - I can distinguish between statements of fact and opinion
 - I can retrieve, record and present information from non-fiction
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- I participate in discussions about books/texts that have been read aloud and those I have read, building on my own and others' ideas and challenging views courteously
 - I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - I can provide reasoned justifications for my views

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Spoken language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
 - select and use appropriate registers for effective communication