

# Year 6 Programme of Study

## Reading – word reading

Pupils will be taught to

- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet

## Reading – comprehension

Pupils will be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - making comparisons within and across books
  - increasing their familiarity 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
  - identifying and discussing themes and conventions in and across a wide range of writing
  - learning a wide range of poetry by heart
  - preparing 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
  - recommending books that they have read to their peers, giving reasons for their choices
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying how language, structure and presentation contribute to meaning
- distinguish between statements of fact and opinion
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

## **Writing – transcription**

### **Spelling**

Pupils will be taught to:

- spell some words with ‘silent’ letters: for example knight, psalm, solemn
- continue to distinguish between homophones and other words which are often confused (for example, assent/ascent, decent/descent, compliment/complement,)
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically and has strategies to tackle that (for example sounds the silent letters in tricky words like government, muscle, guarantee)
- further prefixes and suffixes and understand the guidelines for adding them (for example legible, preference, dependable)
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

### **Handwriting**

Pupils will be taught to:

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task

## **Writing - composition**

Pupils will be taught to:

- plan their writing by:
  - 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
  - noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by:
  - using a wide range of devices to build cohesion within and across paragraphs
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - précisising longer passages (for example identify key points from the passage and reformulate them in their own words)
  - using further organisational and presentational devices to structure text and to guide the reader (for example headings, bullet points, underlining )
- evaluate and edit by:
  - assessing the effectiveness of their own and others’ writing
  - proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural (for example I was/We were)
- proof-read for spelling and punctuation errors

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

### Writing – vocabulary, grammar and punctuation

Pupils will be taught to:

- use a thesaurus
- develop their understanding of concepts by:
  - using expanded noun phrases to convey complicated information concisely
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. For example- The song (**that**) I like is being played on Radio Cornwall; The woman **who** moved in next door has a daughter my age; The boy **whose** cast you signed broke his leg playing rugby.
  - using modal verbs or adverbs to indicate degrees of possibility. For example- might have done... could have acted... ought to have listened... should have known usually, frequently, probably, regularly, seldom, almost never.
  - using the perfect form of verbs to mark relationships of time and cause. For example - She had known for some time that the money was missing but had hoped it would turn up.
- convert nouns or adjectives into verbs using suffixes: (for example -ate; -ise; -fy)
- use verb prefixes: (for example dis-, de-, mis-, over-, re-)
- use devices to build cohesion, including adverbials of time, place and number. For example- linking ideas within and across paragraphs using later, nearby, secondly.
- use passive verbs to affect the presentation of information in a sentence. For example - 'The contaminated water was poured through a sieve', in contrast to: 'We poured the contaminated water through a sieve'.
- use semi-colons, colons and dashes to mark the boundary between independent clauses
- use colons to introduce a list and use of semi-colons within lists
- use the punctuation of bullet points to list information
- use hyphens to avoid ambiguity

## **Mathematics**

Pupils will be taught to:

- Read and write numbers to 10 million
- Compare and order numbers to 10 million
- Tell the number that a digit stands for in numbers up to 10 million
- Round any number to a required degree of accuracy
- Add within 1 000 000
- Subtract within 1 000 000
- Use mixed operations and brackets
- Multiply by 10, 100, 1000
- Multiply by 2-digit numbers
- Divide by 10, 100, 1000
- Divide by 2-digit numbers
- Solve problems involving multiplication and division
- Find Common Multiples
- Find Prime Numbers
- Find Common Factors
- Find square and cubed numbers
- Simplify fractions
- Compare and order fractions
- Add and Subtract Fractions
- Multiply fractions by whole numbers
- Multiply Fractions
- Divide Fractions by Whole Numbers
- Write and read decimals
- Write fractions as decimals
- Multiply decimals
- Divide decimals
- Round decimals to the nearest tenth and whole number
- Multiply decimals by 2-digit whole numbers
- Divide decimals by 2-digit whole numbers
- Convert units of length
- Convert units of mass
- Convert units of volume
- Convert units of time
- Solve problems involving converting units of measure
- Solve multi-step problems using all four operations
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables
- Solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division facts
- solve problems involving the calculation of percentages and the use of percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average.
- Recognise, describe and build simple 3-D shapes, including making nets
- Calculate, estimate and compare volume of cubes and cuboids using standard units
- Draw 2-D shapes using given dimensions and angles

- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Describe positions in all four quadrants
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes