

# St. Michael's CE Junior School



English  
Year 6



# Year 5 English National Curriculum Objectives

## Reading

- To 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..
- To make comparisons within and across books

## Writing

- To use a wide range of devices to build cohesion within paragraphs.
- To use semi colons, colons or dashes to mark boundaries between independent clauses.
- To choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports.
- To use etymological/ morphological strategies for spelling.
- To write legibly, fluently and with increasing speed.

# Year 6 English National Curriculum Objectives

## Reading

- To read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- To read books fluently that are structured in different ways and reading for a range of purposes.
- To increase 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.
- To know a wider range of poetry by heart.
- To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- To ask questions to improve their understanding.
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).
- To compare characters, settings, themes and other aspects of what they read.
- To predict what might happen from details stated and implied.
- To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- To identify how language, structure and presentation contribute to meaning.
- To discuss, evaluate (and compare) how authors use language, including figurative language, considering the impact on the reader.
- To select and retrieve information from non-fiction books, knowing what information they need to look for before they begin, and applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information.

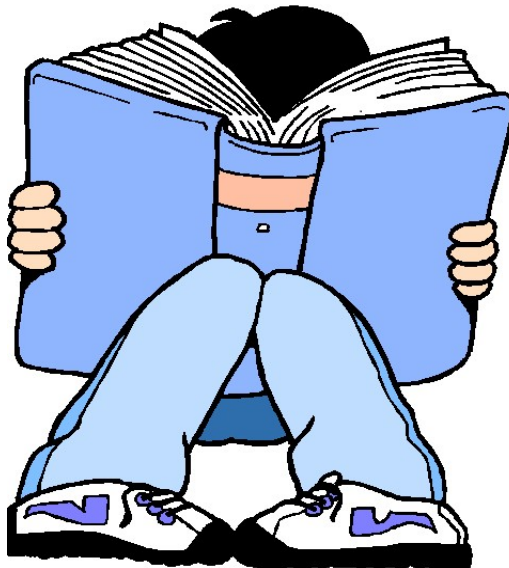
## Writing

- To spell words with 'silent' letters [for example, knight, psalm, solemn].
- To use knowledge of morphology and etymology in spelling.
- To write legibly, fluently and with increasing speed, 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.
- 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.
- To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- To draft and write narratives by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- To use passive verbs to affect the presentation of information in a sentence.
- To use a wide range of devices to build cohesion within and across paragraphs.
- To evaluate and edit by assessing the effectiveness of their own and others' writing.
- To proof-read for spelling and punctuation errors.
- To recognise vocabulary and structures that are appropriate for formal speech and writing including the subjunctive form.
- To use semi-colons, colons or dashes to mark boundaries between independent clauses.
- To use commas to clarify meaning or avoid ambiguity in writing.
- To use hyphens to avoid ambiguity.

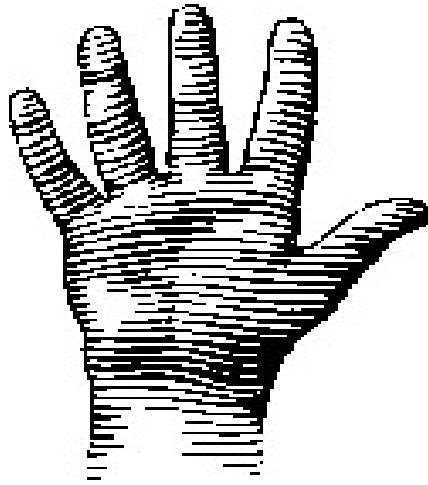
# Reading

## **Reading With Your Child Is Important!**

- \* Reading with your child is the single most effective thing you can do to help them become confident and successful.
- \* Reading is an excellent way to share quality one to one time with your child. It helps build relationships.
- \* Reading is a way of sharing your interests, tastes and opinions.
- \* Reading develops your child's speaking and listening skills.
- \* Reading develops your child's vocabulary and imagination.
- \* Reading develops your child's writing.



# The Five Finger Test



- √ Start reading. When you come to a word that your child can't read, ask them to turn down one finger.
- √ If your child still has some fingers up at the end of the page, your child should be able to read the book.

## If your child finds a word difficult

- √ Ask them to sound the word out to break it down to help
- √ Ask them to read the rest of the sentence. Can they work out the word?
- √ Can they see any root words, prefixes or suffixes that will help them understand the word and its meaning?

## Correcting mistakes

- √ Can your child see any familiar words within the word?
- √ If the mistake makes sense, let your child continue until the end of the sentence and go back and ask your child "What word is that?"
- √ If the mistake does not make sense, allow your child to self-correct and then re-read what has been read and ask, "Does that make sense?"
- √ Finally, if the meaning is not clear, look at the word and find similar sounds such as 's' at the beginning and 'ing' at the end.

## Questions to ask your child when reading

- \* Where does the story take place?
- \* When did the story take place?
- \* What did s/he/it look like?
- \* Who was s/he/it?
- \* Where did s/he/it live?
- \* Who are the characters in the book?
- \* Where in the book would you find...?
- \* What happened in the story?
- \* Through whose eyes is the story told?
- \* Which part of the story best describes the setting?
- \* What words and/or phrases do this?
- \* What part of the story do you like best?
- \* What is your opinion about one of the characters? What evidence do you have to support your view?
- \* Using all the evidence available, can you tell me what you feel about the events/ideas themes?
- \* How do you feel about...?
- \* Can you explain why ...?
- \* What do these words mean and why do you think the author chose them?
- \* Can you think of another story which has a similar theme; eg. good over evil?
- \* Do you know of another story which deals with the same issues; eg. moral; cultural?
- \* Do you know any other stories which have openings/ endings like this?



# Recommended Reads – Year 6

## Picture Books for Older Readers

### **Dunderheads Behind Bars by Paul Fleischman**

The Dunderheads get to be extras on the set of a new film, but have to solve a mystery when Spider is wrongly accused of a jewellery theft.

### **Fantastic Flying Books of Mr Morris Lessmore by William Joyce**

Everything in Morris Lessmore's life, including his own story, is scattered to the winds. But the power of the story will save the day.

### **Spider and the Fly by Mary Howitt**

The traditional cautionary tale of a spider trapping a wary fly by using flattery.



## Children's Fiction

### **Peculiar by Stefan Bachmann**

A halfling boy finds himself caught in a web of intrigue and danger involving the human and faery worlds.

### **The terrible thing that happened to Barnaby Brocket by John Boyne**

A boy goes on an adventure when he is rejected by his family because he defies the laws of gravity!

### **Sorrowline by Neil Bushnell**

12-year-old Jack discovers that he can travel in time through a power generated by grave stones.

### **Virus Outbreak by Simon Chapman**

A choose-your-own adventure tale set in a future where a deadly virus is sweeping across the country and humanity is threatened with extinction.

## Teen Reads

### **Love, Lucie by Marita Conlon-McKenna**

A girl writes letters to her mother who has just died from cancer as she comes to terms with her loss and the changes it brings to her family and school life.

### **Rooftoppers by Katherine Rundell**

A plucky young girl, Sophie is on a quest to find her mother at all across even if it involves scaling the rooftops of Victorian Paris.

### **A Boy Called Hope by Lara Williamson**

A bold, brave and hilarious story about family in all its shapes and sizes.



# Recommended Reads – Year 6

## Other Recommended Authors:



- Anthony Horowitz
- Michael Morpurgo
- Phillip Pullman
- Robert Westall
- Michael Morpurgo
- Frank Cottrell Boyce
- J.R.R Tolkien
- Malorie Blackman
- C.S Lewis
- E Nesbitt
- Robert Swindells
- Eva Ibbotson
- Berlie Doherty
- Ted Hughes
- Gillian Cross
- JK Rowling
- Nina Bawden

There are so many to choose from and the list is always changing! There are many lists of recommended reads online e.g. <https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-6-pupils-ks2-age-10-11/>

Don't forget, you can also choose from a myriad of books in our own library and at Aldershot Library.

## Happy Reading





## Handwriting – Letter Formation

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

## Year 6 Spelling Homework Word List

accommodate	guarantee
accompany	hindrance
according	immediate(ly)
amateur	individual
apparent	interfere
appreciate	interrupt
committee	leisure
communicate	marvellous
community	mischievous
conscience	necessary
conscious	neighbour
controversy	nuisance
convenience	opportunity
correspond	parliament
determined	prejudice
disastrous	privilege
embarrass	profession
environment	programme
exaggerate	pronunciation
excellent	recommend
existence	restaurant
explanation	sacrifice
foreign	secretary
frequently	sufficient
government	vehicle

# Top Ten ways to learn a spelling

1. Break it into sounds e.g.



2. Break it into syllables e.g.



3. Break it into  
root words

and affixes e.g.



4. Use a mnemonic e.g.

**NECESSARY**

One collar and two sleeves



5. Use your knowledge of root words e.g.



**MUSIC**  
**MUSICAL**  
**MUSICIAN**

6. Use word families e.g. **WOULD, SHOULD, COULD**

7. See words within words e.g. **A friend to the end.**

8. Use spelling rules e.g. **CRY, CRIES**



9. By sight learn the shape of the word e.g.



10. By movement—get used to writing the word with your finger, a pen, in the air