



## Literacy Map – Year 6

### GRAMMAR THROUGH READING & WRITING

Sentence	Word
<ul style="list-style-type: none"> <li>Identify and use main and subordinate clauses accurately</li> <li>Write complex sentences using an embedded clause beginning with <i>who, which, where, whose, when</i> or <i>that</i>, or with an implied relative pronoun</li> <li>Use rhetorical questions to engage the reader</li> <li>Understand differences between formal and informal structures in speech and writing - using non-standard forms in speech, question tags (<i>he's good, isn't he?</i>) and subjunctive forms (<i>it is important that you be present at the meeting</i>)</li> <li>Use the passive form to affect the presentation of information in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to add detail or convey complicated information (<i>new baker's shop on the green</i>)</li> <li>Use modal verbs (<i>may, might, should</i>) or adverbs (<i>perhaps, surely</i>) to indicate degrees of possibility</li> <li>Converting nouns or adjectives into verbs using suffixes (eg. <i>-ate, -ise, -ify</i>)</li> <li>Know how some words are related by meaning - synonyms and antonyms (<i>big, large, little</i>)</li> </ul>
Punctuation	Text
<ul style="list-style-type: none"> <li>Use and punctuate direct and reported speech accurately and know the difference between the two</li> <li>Use commas to clarify meaning or avoid ambiguity</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use hyphens to avoid ambiguity (<i>best-dressed boy</i>) where individual words could cause confusion</li> <li>Use ellipsis appropriately</li> <li>Use a colon to introduce a list</li> <li>Use semi-colons, colons or dashes to mark boundaries between main clauses</li> <li>Punctuate bullet points consistently</li> </ul> <p style="color: blue; margin-top: 10px;">Key terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	<ul style="list-style-type: none"> <li>Use connectives (<i>eg. despite, after that, although, therefore</i>) to build cohesion within a paragraph</li> <li>Use a wider range of connectives - <i>meanwhile, however, on the other hand</i> - to link ideas across paragraphs</li> <li>Apply rules of Standard English accurately and consistently:               <ul style="list-style-type: none"> <li>- agreement between nouns/pronouns and verbs</li> <li>- consistency of tense and subject</li> <li>- avoidance of double negatives</li> <li>- avoidance of slang</li> </ul> </li> </ul>
SPELLING (see also Years 5-6 word list pg 66-72 NC)	
<ul style="list-style-type: none"> <li>Revision of work from previous years</li> <li>Endings which sound like shus spelt <i>-cious</i> or <i>-tious</i></li> <li>Endings which sound like shal</li> <li>Words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency</i></li> <li>Words ending in <i>-able</i> and <i>-ible/</i> words ending in <i>-ably</i> and <i>-ibly</i></li> <li>Adding suffixes beginning with vowel letters to words ending in <i>-fer</i></li> </ul>	<ul style="list-style-type: none"> <li>Use of the hyphen</li> <li>Words with the <i>ee</i> sound spelt <i>ei</i> after <i>c</i></li> <li>Words containing the letter string <i>ough</i></li> <li>Words with 'silent' letters (ie. words whose presence cannot be predicted from the pronunciation of the word)</li> <li>Homophones and other words that are often confused</li> </ul>

<p style="text-align: center;"><b>WRITING COMPOSITION</b></p> <ul style="list-style-type: none"> <li>• Identifying audience/purpose, selecting the appropriate form and using similar writing as models</li> <li>• Noting and developing initial ideas, sometimes drawing on reading and research</li> <li>• In narrative writing, considering how authors have developed characters and settings</li> <li>• Selecting appropriate grammar and vocabulary, understanding the effect on meaning</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• Précising longer passages</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Using further organisational/presentational devices to structure text and guide the reader (eg. headings, bullet points, underlining, columns, tables)</li> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects/ clarify meaning</li> <li>• Distinguishing between the language of speech and writing</li> <li>• Proof-reading for spelling and punctuation errors</li> </ul>	<p style="text-align: center;"><b>RANGE</b></p> <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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</li> <li>• Recommending books they have read to their peers, giving reasons for their choices</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Making comparisons within and across books</li> <li>• Learning a wider range of poetry by heart</li> </ul>
<p style="text-align: center;"><b>READING COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Summarising the main ideas from more than one paragraph, identifying key supporting details</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Discussing and evaluating how authors use language, including figurative language, and the impact on the reader</li> <li>• Distinguishing between statements of fact and opinion</li> <li>• Retrieving, recording and presenting information from non-fiction</li> </ul>	<p style="text-align: center;"><b>OTHER ORACY (see whole school objectives)</b></p> <ul style="list-style-type: none"> <li>• Discussing books, building on their own and others' ideas and challenging views courteously</li> <li>• Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Providing reasoned justifications for their views</li> <li>• Preparing poems and plays to read aloud/perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• Performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>
<p style="text-align: center;"><b>HANDWRITING</b></p> <p><u>Write legibly, fluently and with increasing speed by:</u></p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task (eg. quick notes, letters)</li> </ul>	<p style="text-align: center;"><b>TEXT IDEAS</b></p> <p>Rose Blanche  A Story Like the Wind  On the Origin of Species  Wolves  Shackleton  Hansel and Gretel</p>

