

KIRKBY CE – Y6 Progression Map

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2				
English	Texts (POR)	The Last Wild (Piers Torday)	The Last Wild (Piers Torday)	Rose Blanche (Roberto Innocenti)	Sensational! (Chosen by Roger McGough)	The London Eye Mystery (Siobhan Dowd)	The Viewer (Gary Crew)				
	Punctuation and Grammar	Throughout the year NC requirements from Year 5 and 6 PoS, including: <table border="0" style="width:100%"> <tr> <td style="width:25%"> Word <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. How words are related by meaning as synonyms and antonyms [for example, big, large, little]. </td> <td style="width:25%"> Sentence <ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (including subjunctive forms). </td> <td style="width:25%"> Text <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. use of adverbials) and ellipsis Layout devices (e.g. headings, sub-headings, columns, bullet, etc.). </td> <td style="width:25%"> Punctuation <ul style="list-style-type: none"> Use of the semi-colon, colon, and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity. </td> </tr> </table>						Word <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. How words are related by meaning as synonyms and antonyms [for example, big, large, little]. 	Sentence <ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (including subjunctive forms). 	Text <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. use of adverbials) and ellipsis Layout devices (e.g. headings, sub-headings, columns, bullet, etc.). 	Punctuation <ul style="list-style-type: none"> Use of the semi-colon, colon, and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity.
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	Spelling Shed Stage 5	Endings ious and tious Ending in cious Endings cial Ending in tial Ending in cial and tial Challenge words	Ending ant Ending in ance and ancy Ending in ent and ence Ending in able and ible Ending in ably and ibly Challenge words	Ending in able where the e forms the root word remains. Adverbs of time Suffix fer Silent first letters Silent letters Challenge Words	ie after c ei making ee Ough making or Ough Adverbs of possibility and frequency Challenge words	Homophones or near homophones Challenge words	Hyphens Challenge words Revision words				
	Speaking and Listening	All 12 statutory statements will be covered at the appropriate level, including: <ul style="list-style-type: none"> Understand the key points made by several speakers and to compare different points of view. Use language to negotiate with others, to explain options available and to predict possible outcomes. Share ideas and information, give and receive advice, offer and take notice of the opinion of others 									
Composition And Writing	<ul style="list-style-type: none"> 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 										

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		<ul style="list-style-type: none">• 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
	Reading	<ul style="list-style-type: none">• 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• 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