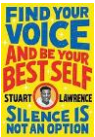
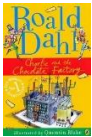
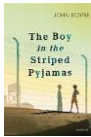







Backworth Park Primary School Knowledge and Skills Progression Grid English Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	<ul style="list-style-type: none"> ✓ Buddhism/ meditation ✓ Banksy ✓ Classification ✓ Vaping/Social Media/ Alcohol/ Tobacco/ Sharing images/ content ✓ The Maya ✓ Sustainability ✓ Light 		<ul style="list-style-type: none"> ✓ Silk Road ✓ World War II ✓ Destiny's Child ✓ Zaha Hadid ✓ Permission seeking/ forced marriage ✓ Humanism 		<ul style="list-style-type: none"> ✓ Electricity ✓ Circulatory system ✓ LS Lowry ✓ Role of money ✓ Salvation/ after life ✓ Ancient Greece – coastal regions ✓ World War II women, NHS, Windrush 	
Texts	<p>Focus text: Find Your Voice and Best Self</p>  <p>Non-Fiction Banksy Classification The Maya</p>	<p>Focus Text: Charlie and The Chocolate Factory</p>  <p>Non-Fiction Sustainability Light Vaping/Social Media/ Alcohol/ Tobacco/ Sharing images/ content</p>	<p>Focus Text: The Boy in the Striped Pyjamas</p>  <p>Non-fiction Silk Road World War II Destiny's Child</p>	<p>Focus Text: Charlotte's Web</p>  <p>Non-Fiction Zaha Hadid Permission seeking/ forced marriage Humanism</p>	<p>Focus Text: Windrush Child</p>  <p>Non-Fiction Electricity Circulatory system LS Lowry Role of money</p>	<p>Focus Text: The Boy at the back of the class</p>  <p>Non-Fiction Salvation/ after life Ancient Greece – coastal regions World War II women, NHS, Windrush</p>
Poetry	<p>Winter Wonderland</p> <ul style="list-style-type: none"> • Alliteration • Onomatopoeia • Rhyme 		<p>Classic Narrative – In Flanders Fields</p> <ul style="list-style-type: none"> • Natural Symbolism • Rondeau • Rhyming scheme 		<p>Classic Narrative – The Wind on the Downs</p> <ul style="list-style-type: none"> • Sonnets • Imagery • Personification 	
Planned Outcome (fiction/non-fiction)	<p>Fiction – Descriptive writing and biography</p> <p>Non-fiction – Persuasion</p>	<p>Fiction – Writing in the style of an author</p> <p>Non-fiction – Instructions</p>	<p>Fiction – First person recount</p> <p>Non-fiction – Letter of complaint</p>	<p>Fiction – Personal letter writing</p> <p>Non-fiction – Newspaper Report writing</p>	<p>Fiction – Setting description</p> <p>Non-fiction – Non-Chronological report</p>	<p>Fiction – Extended story</p> <p>Non-fiction – Balanced Argument</p>
Reading Key Skills	<ul style="list-style-type: none"> ✓ Read, listen to and discuss range of texts, ✓ build on own and others' ideas. ✓ Read books structured in different ways and for a range of purposes ✓ Retrieve, record and present information from non-fiction. ✓ Recommend books to peers supported by reasons for making choices, challenging views courteously. 					

	<ul style="list-style-type: none"> ✓ Learn poetry by heart. ✓ Prepare poems/ plays to read aloud/ perform using intonation, tone and volume <p>Word</p> <ul style="list-style-type: none"> ✓ Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words <p>Comprehension</p> <ul style="list-style-type: none"> ✓ Check reading makes sense ✓ Discuss understanding and explore meaning of words in context ✓ Summarise main ideas drawn ✓ identify key details that support main ideas. ✓ discuss their understanding of reading, providing reasoned justification for views ✓ ask questions to improve understanding <p>Inference & Deduction</p> <ul style="list-style-type: none"> ✓ use evidence from across text, make inferences ✓ justify inferences with evidence ✓ predict what might happen from detail stated and implied using evidence from different parts of text <p>Text Structure</p> <ul style="list-style-type: none"> ✓ identify how structure/ presentation contribute to meaning ✓ discuss understanding of reading providing reasons for views ✓ identify how organisation/ presentation contributes to meaning ✓ identify themes and conventions within and across texts ✓ make comparisons within and across books <p>Language for effect</p> <ul style="list-style-type: none"> ✓ discuss author's use of language and impact on reader ✓ identify some basic features of writer's use of language discuss the author's use of language, including figurative language and impact on reader. <p>Language for effect</p> <ul style="list-style-type: none"> ✓ discuss and evaluate author's use of language, including figurative language and impact on the reader <p>identify features of writer's use of language</p>
Writing Key skills	<p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> ✓ formal and informal speech/ writing, ✓ subjunctive verb form. ✓ expanded noun phrases ✓ the perfect form of verbs ✓ grammatical ✓ terminology for Y5/ Y6 in English Appendix 2 ✓ synonyms and ✓ antonyms. ✓ passive to affect the presentation of information <p>Spelling and punctuation</p> <ul style="list-style-type: none"> ✓ morphology and etymology ✓ use a dictionary ✓ homophones ✓ semi colons, dashes, colons for independent clauses

	<ul style="list-style-type: none"> ✓ bullet points ✓ hyphens to avoid ambiguity. <p>Planning Drafting and Writing</p> <ul style="list-style-type: none"> ✓ consider how authors have developed characters & setting in what pupils have read, listened to or seen performed ✓ identify audience and purpose of writing ✓ select form and use other similar writing as models for own. ✓ note and develop initial ideas, drawing on reading and research ✓ select appropriate grammar and vocabulary, ✓ understand how choices can change and enhance meaning. ✓ describe settings, characters and atmosphere ✓ integrate dialogue effectively to convey character/ advance action ✓ Précis longer passages. ✓ use wide range of cohesive devices to link ideas across paragraphs ✓ use organisational and presentational devices to structure text and to guide the reader <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ✓ assess the effectiveness of own and others' writing. ✓ propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ✓ ensure the consistent and correct use of tense throughout a piece of writing ✓ ensure subject and verb agreement when using singular and plural ✓ proof-read for spelling and punctuation errors ✓ perform own compositions using appropriate intonation, volume & movements so that meaning is clear <p>Handwriting</p> <ul style="list-style-type: none"> ✓ write fluently and legibly with increasing speed <p>choose shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>
Assessment	<p>Diagnostic (cold write)</p> <p>Success Criteria – pupil/ teacher</p> <p>Editing and Redrafting</p> <p>Outcome – Final Piece</p>