



Beaufort English Curriculum

Our English Curriculum helps our children to develop:

- Ⓢ Creativity, imagination and innovation
- Ⓢ Literacy and communication skills
- Ⓢ A positive attitude to learning
- Ⓢ An ability to reflect and self-assess
- Ⓢ An ability to co-operate and collaborate
- Ⓢ An understanding of different ways of life, other cultures and religions

YEAR 6

Speaking and Listening	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Structure speech in ways which show an understanding of the effect on the listener (including word choices, sentence structures and non-verbal features) as well as different purposes and audiences. • Evaluate how speakers vary their talking for different purposes and audiences. • Use a range of oral techniques to present a persuasive argument. • Take on different roles and responsibilities when speaking in pairs or a group and make effective contributions. • Know how to cope with disagreement so that discussions proceed. • Use techniques of dialogic talk to explore topics, ideas or issues and to aid decision making. • Use the conventions and language of debate. • Choose and prepare poems, stories or play scripts to perform, showing understanding through intonation, tone, volume and action. • Devise dramatic performances considering how to adapt the performance for a specific audience. <p>Experiences</p> <ul style="list-style-type: none"> • Encourage children to demonstrate age-appropriate speaking and listening skills across ALL subjects and at ALL times - this means children should be encouraged to speak in full sentences and use Standard English. • Encourage children to choose and prepare poems, stories or play scripts that they can recite aloud with intonation, volume and actions.
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	<ul style="list-style-type: none"> • Teach children about dialogic talk and provide opportunities for children to use dialogic talk to explore topics, ideas or issues and to aid decision making. Where appropriate, link dialogic talk for decision making purposes to the wider concept of democracy. • Teach children the conventions and language of debating and provide opportunities for them to hold debates about issues that matter to them. Use the teaching and learning of debating skills as an opportunity to recap on the role of parliament, the importance of democracy and the rule of law. • Allow children to device own performances. • Direct teaching of speaking and listening skills.
Reading	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Read widely and frequently a range of age appropriate fiction (e.g. myths, legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction and reference books, with a positive attitude, for pleasure and information. • Read silently and discuss what they have read. • Summarise and present a familiar story succinctly in their own words. • Recommend books that they have read to their peers, giving reasons for their choices and justifying their views about a book. • Use knowledge of root words, prefixes and suffixes to decode words so that meaning is clear. • Locate, retrieve and record specific information from challenging texts using appropriate skills confidently and efficiently. • Summarise information from challenging texts, by producing notes and diagrams. • Identify and discuss themes, ideas, conventions in and across a range of challenging and different texts. • Justify plausible predictions based on what is implied and make more complex inferences, using evidence. • Evaluate the author's choice of language, including figurative language, and grammatical features, considering the impact on the reader. • Evaluate the presentation of texts for their effectiveness in conveying information. • Recognise ways in which authors present issues and viewpoints in both fiction and non-fiction. • Distinguish between facts or opinions. • Read a range of texts aloud, showing understanding through intonation, tone, volume and action. <p>Experiences</p> <ul style="list-style-type: none"> • Daily guided reading carousel.



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	<ul style="list-style-type: none"> • Regular story time. • Teach children how to make book recommendations. • Read a wide range of challenging poems, plays, stories and non-fiction to children, at a level beyond that at which the children can read independently. • Support children to use their knowledge of root words, prefixes and suffixes to decode words and to understand the meaning of new vocabulary. • Provide a range of real purposes for locating, retrieving, recording and summarising specific information, which genuinely motivate children to find out information. • Make clear what kind of explanations and questions are expected from them, during discussions. All children should take part. • Ensure discussions of texts allow children to: evaluate the author's choice of language, including figurative language, and grammatical features, considering the impact on the reader; evaluate the presentation of texts for their effectiveness in conveying information; and help children to recognise ways in which authors present issues and viewpoints in both fiction and non-fiction. Explore these viewpoints, highlight differences between facts and opinions and give children the opportunity to share their own viewpoints compassionately and respectfully. • Teach children the technical terms needed for discussing what they hear and read (e.g. metaphor, simile, analogy, imagery, style and effect). • Give children feedback and guidance about the quality of their explanations and contributions to discussions. • Provide opportunities for children to distinguish between facts or opinions. • Use Talk for Writing and drama techniques to support children's performance of a wide range of texts.
<p>Writing composition</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify the purpose and audiences for writing, taking into account how this influences the form and style of writing. • Choose the appropriate register of tone (e.g. formal v informal or active v passive). • Write longer narratives, selecting the appropriate form, which include interrelated, well developed settings and plots together with significant interaction between characters that advance the action. • Establish and maintain viewpoints, moods, atmospheres and feelings throughout longer texts. • Use imaginative details and precise vocabulary to entertain, amuse and create tension. • Use figurative language (e.g. similes, alliteration and metaphors). • Write longer non-fiction texts for different purposes and audiences, which are logically organised and demonstrate control of



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the key features of non-fiction writing.

- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, text boxes, underlining, columns and tables etc.).
- Discuss writing similar to that which they are planning to write, commenting on its structure, vocabulary and grammar.
- Discuss how authors have developed characters and settings in what they have read, listened to or seen performed.
- Précis longer passages.
- Discuss what they are going to write and record ideas, before writing.
- Select appropriate grammar (sentence structures and punctuation) and vocabulary.
- Re-read what they have written to check it makes sense and consider how alternative grammar and vocabulary can enhance effects and clarify meaning.
- Proof-read writing to check for errors in spelling, grammar and punctuation.
- Discuss their writing with a peer or teacher, using the correct terminology.
- Assess the effectiveness of their own and others' writing, suggesting improvements.
- Make additions, revisions and corrections to their own writing, following self, peer and teacher assessment.
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Experiences

- Use the 'Transforming Writing' approach to planning writing opportunities. Ensure children do a 'cold write' at the start of a sequence of lessons, which is then used to identify gaps, personalise learning/closely match subsequent activities to meet the children's needs. Finish the teaching sequence with a 'warm write'.
- Ensure Talk for Writing strategies are embedded into the teaching elements of the 'Transforming Writing' approach e.g. provide model texts for the children to learn off by heart, encourage children to experiment with new vocabulary, sentence structures, grammar and to help them compose, rehearse and improve sentences orally before writing them.
- Provide a range of real purposes and audiences for writing.
- Encourage children to think about how the purpose and audience underpins decisions about the form and style the writing should take.
- Use a range of exciting starting points including ICT, to help children develop positive attitudes towards writing.
- Give children opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences.



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	<ul style="list-style-type: none"> • Encourage children to respond thoughtfully to drama and theatre performances. • Give children opportunities to capture ideas for their own writing, through drama techniques, Talk for Writing, shared writing, reading, research and cross-curricular teaching. • Give children opportunities to build stamina for writing by ensuring children write daily, with at least one opportunity for an extended writing session each week (lasting about 1 hour). • Use working walls to show ambitious examples of writing similar to that which they are writing and to record ideas, grammar, punctuation, vocabulary and spelling rules/guidelines. • Provide opportunities for children to discuss ambitious examples of writing similar to that which they are writing. • Demonstrate, through teacher modelling, shared writing and guided writing, the skills and processes children need for: Capturing ideas; planning; drafting - in particular the modelling of selecting appropriate grammar and vocabulary and discussion of how choices can change and enhance meaning; rereading to check meaning is clear; proof-reading for errors in spelling, grammar and punctuation; assessing the effectiveness of own and others' writing; and making additions, revisions and corrections to writing. • Ensure writing is taught ACROSS THE CURRICULUM - so, for example, that writing in Science, History, Geography, RE and PSHE is of the same standard as of that produced in English lessons. Through cross-curricular work, provide opportunities with real purposes and audiences, for children to write about a range of different countries, cultures, traditions, religions and beliefs. Encourage children to celebrate and demonstrate the school's, and thus by extension modern British values in their own writing. • Provide opportunities for children to perform their own compositions to audiences, using appropriate intonation, volume and movement so that meaning is clear. • Display final handwritten and/or typed copies of children's masterpieces.
Vocabulary, grammar and punctuation	Knowledge and Skills <ul style="list-style-type: none"> • Use a thesaurus to improve vocabulary, whilst continuing to use dictionaries to check the spelling and meaning of words. • Know how words are related by meaning (synonyms and antonyms). • Know the difference between vocabulary typical of formal speech and formal speech or writing (e.g. find out - discover; ask for - request; go in - enter). • Understand the difference between passive and active voice (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken by me).



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	<ul style="list-style-type: none"> • Write sentences containing coordinating and subordinate clauses, which are grammatically correct, using a wider range of conjunctions. • Write sentences that indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). • Write sentences containing relative clauses beginning with who, which, where, when, whose, that or omitted relative pronouns. • Use a wide range of conjunctions, adverbs and prepositions to express time, cause and place. • Use a wider range of devices to build cohesion within paragraphs and across paragraphs (e.g. repetition of a word or phrase and ellipsis, as well as adverbials of time, place and number and appropriate choice of pronouns or nouns). • Use capital letters, full stops, exclamation marks, question marks, commas in lists, commas after fronted adverbials, commas after reporting clauses, apostrophes for contracted forms and apostrophes for possession, inverted commas, a new line for each speaker and other speech punctuation in direct speech, commas to separate clauses - to clarify meaning/avoid ambiguity and brackets, dashes or commas to indicate parenthesis. • Use semi-colons, colons and dashes to mark the boundary between clauses. • Use a colon to introduce a list. • Punctuate bullet points to list information. • Use hyphens to avoid ambiguity (e.g. man eating shark v man-eating shark or recover v re-cover). <p>Experiences</p> <ul style="list-style-type: none"> • Give children the opportunity to use the correct terminology (e.g. subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points). • Use Talk for Writing strategies and games to teach grammatical concepts. • Daily explicit teaching of grammar within the context of reading, writing and speaking. • Provide opportunities for children to identify and discuss the use of grammatical concepts by others. • Encourage children to use correct terminology (see above), when discussing their own writing or that of their peers.
Spelling	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Revise and apply spelling rules and guidelines taught in Year 5. • Understand guidelines for adding a wide range of prefixes and suffixes. • Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency. • Spell words ending in -able/ably, -ible/ibly.



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	<ul style="list-style-type: none"> • Add suffixes beginning with vowel letter to words ending in fer (e.g. referring, referred, referral, reference, referee, preferring, preferred, preference). • Know when to use a hyphen to join a prefix to a root word. • Spell words containing ough correctly (e.g. bought, thought, nought, fought, rough, tough, enough, cough, though, although, through, thorough, borough, plough). • Spell words with 'silent' letters e.g. doubt, lamb, solemn, thistle. • Spell a wider range of common homophones and near homophones accurately and consistently (e.g. farther/further, guessed/guest, heard/herd, led/lead, morning/mourning, bridal/bridle, ascent/assent, affect/effect, alter/altar, descent/dissent, aisle/isle, draft/draught). • Use the first two or three letters of a word to check its spelling in a dictionary. • Spell all of the words on the Year 5 and 6 Spelling List, correctly (see Spelling Appendix). <p>Experiences</p> <ul style="list-style-type: none"> • Daily teaching of the Year 5 and 6 spelling rules and guidelines, outlined in the Year 5 and 6 section of the Spelling Appendix. • Correct misspellings of words that children have been taught in children's own writing. • Use misspellings of other words (e.g. high frequency or topic words) as an opportunity to teach children about correct spellings. • Provide dictated sentences that include words taught so far to give children opportunities to apply their learning.
<p>Handwriting</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Develop a personal style of writing, which is joined, legible, consistent and of high quality. • Write with fluency and speed. • Make decisions about the style of handwriting best suited to a particular task. <p>Experiences</p> <ul style="list-style-type: none"> • Frequent opportunities for children to develop the legibility, consistency and quality of their handwriting. • Frequent opportunities for children to develop fluency and speed. • Clear expectations for handwriting for particular tasks ACROSS THE CURRICULUM (e.g. a quick note verses a final handwritten version).