-English and Communication @ Mandeville

English is my words

English language is an essential foundation that provides access to the whole curriculum leading to success within society and employment. Each of the skills of speaking, listening, reading and writing are essential to this success. Reading high quality and inspiring texts allows children to develop culturally, emotionally, intellectually and socially. They will find a voice that can manipulate language and lead them to express themselves creatively both verbally and in writing to a range of audiences. The curriculum prioritises the development of vocabulary and language to address any disparity caused by social disadvantage.

Y6 Curriculum	**KPI**
Fiction: Character studies, historical fiction, setting descriptions, suspense, play scripts **Non Fiction:** Diary entry, non-chronological reports, persuasive, biography, newspaper, letters **Poetry:** Narrative poetry, figurative, rap poetry	**Writing:** **Working towards the expected standard for end of year** Use paragraphs to organise ideas In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly **Working at the expected standard for end of year** Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Use verb tenses consistently and correctly throughout their writing Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) Spell correctly most words from the year 5 / year 6 spelling list,* Use a dictionary to check the spelling of uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed **Working at greater depth for end of year** Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Distinguish between the language of speech and writing and choose the appropriate register Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this **Reading** Analyse and explain the impact of authors' techniques and use of figurative and expressive language Retrieve information, referring to more than one place in the text, and where there is competing (distracting) information Summarise competing views Analyse dialogue at certain points in a story and summarises its purpose Draw reasoned conclusions from non-fiction texts which present differences of opinion Analyse why and how scene changes are made and how they affect characters and events Distinguish between implicit and explicit points of view Identify and summarise underlying themes in a range of narrative texts noting where there are several themes competing in a text

	Provide evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres Explain underlying themes across a range of poetry Justify personal response to narratives with suitable expansion