

## Changes to the English Curriculum: Year 6

Note that the new curriculum has Years 5 and 6 combined in one programme of study

### At a glance

How does the new curriculum compare to the Primary Framework (2006)?

What's gone?	What's been added? (To Year 5 & 6)
<ul style="list-style-type: none"> <li>• Specific mention of working in groups</li> <li>• Specific mention of dramatic skills</li> <li>• Comparison of writers' styles from different times and places</li> <li>• Integrate words, images and sound</li> <li>• Using ICT to present text</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing poetry for performance</li> <li>• Learning poems by heart</li> <li>• Formal presentations about reading</li> <li>• Précising long passages of writing</li> <li>• Greatly detailed grammar specifics (see sentence structure section below)</li> </ul>

### In detail

This section displays the objectives of the old National Curriculum organised according to the QCA units published from 2000 against the new objectives in the 2014 Primary Curriculum

Red indicates no longer required in Year 6; green content is new to Year 6

Speaking & Listening	
The National Curriculum objectives for Spoken Language are generic across Key Stages 1 and 2	
use a range of oral techniques to present persuasive arguments and engaging narratives	articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
participate in whole-class debate using the conventions and language of debate, including Standard English	speaking audibly and fluently with an increasing command of Standard English
use the techniques of dialogic talk to explore ideas, topics or issues	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose	listen and respond appropriately to adults and their peers
analyse and evaluate how speakers present points effectively through use of language and gesture	No explicit mention
listen for language variation in formal and informal contexts	No explicit mention
identify the ways spoken language varies according to differences in context and purpose of use	select and use appropriate registers for effective communication
consider examples of conflict and resolution, exploring language used	No explicit mention
understand and use a variety of ways to criticise constructively and respond to criticism	No explicit mention
improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires	Drama strategies no longer required
consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension [creative entitlement	Drama strategies no longer required
devise a performance considering how to adapt the performance for a specific audience	Drama strategies no longer required

<b>Reading: Word reading skills &amp; strategies</b>	
use knowledge of word derivations and word structure, eg affixes, acronyms and letter omission, to construct the meaning of words in context	use further prefixes and suffixes and understand the guidance for adding them use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">Appendix 1</a>
	spell some words with 'silent' letters
	continue to distinguish between homophones and other words which are often confused
	use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
	use a thesaurus

<b>Reading: Understanding &amp; Interpreting Texts ; Engaging with reading</b>	
appraise a text quickly, deciding on its value/quality/usefulness	Not explicitly mentioned
understand underlying themes, causes and points of view	identifying and discussing themes and conventions in and across a wide range of writing
understand how writers use different structures to create coherence and impact	identifying how language, structure and presentation contribute to meaning
recognise rhetorical devices used to argue, persuade, mislead and sway the reader	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
read extensively and discuss personal reading with others, including in reading groups	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
sustain engagement with longer texts, using different techniques to make the text come alive	Not explicitly mentioned
compare how writers from different times and places present experiences and use language	No longer required
	learning a wider range of poetry by heart preparing 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



<b>Writing: Create &amp; Shape Texts; Text Structure &amp; Organisation</b>	
set own challenges to extend achievement and experience in writing	Not explicitly mentioned
use different narrative techniques to engage and entertain the reader	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
in non-narrative, establish, balance and maintain viewpoints	No explicitly mentioned
select words and language drawing on their knowledge of literary features and formal and informal writing	selecting appropriate grammar and vocabulary, understanding choices can change and enhance meaning
integrate words, images and sounds imaginatively for different purposes	No longer required
use varied structures to shape and organise texts coherently	using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader
use paragraphs to achieve pace and emphasis	Paragraphing required in Y3/4; no further mention
	Evaluate and edit by: -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

<b>Writing: Sentence Structures</b>	
express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
use punctuation to clarify meaning in complex sentences	using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
	Also see the grammar document: <a href="#">Appendix 2</a>

<b>Writing: Word Structure &amp; Spelling</b>	
spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words	
use a range of appropriate strategies to edit, proofread and correct spelling in own work, on paper and on screen	proofread for spelling and punctuation errors
	spell some words with 'silent' letters
	continue to distinguish between homophones and other words which are often confused
	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
	use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

<b>Writing: Presentation</b>	
use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
select from a variety of ICT programmes to present text effectively and communicate information and ideas	No longer required