











English Progression Overview

21 Steps Assessment – The National Curriculum Broken down into steps progression across the year

Year 6 2021-2022

AUTUMN Term



Reading	Term 1		Term 2	
	Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>	Kensukes Kingdom – Reading		The Silver Sword - Reading
Guided Reading Skills Foci: Bronze Silver Gold	 VIPERS focus: retrieval and vocabulary (all skills revisited regularly to ensure revision of knowledge)	 VIPERS focus: Explain and Summarise (all skills revisited regularly to ensure revision of knowledge)		
	 <p>I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.</p> <p>I can locate specific vocabulary in a text</p> <p>Retrieval focus questions: How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...?</p>	 <p>I can clearly explain how an author creates a feeling or an atmosphere</p> <p>I can order events in a text (e.g. 1-5)</p> <p>Summarise focus questions: Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?</p>		
	 <p>Vocabulary focus questions:</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... <p>I can apply and adjust my understanding of a word within the context of a specific text</p>	 <p>Explain focus questions:</p> <p>Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author’s point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?</p>		
	 <p>I can take part in discussions, taking account of what others say and comment on their ideas.</p> <p>I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers</p>	 <p>I can take part in discussions, taking account of what others say and comment on their ideas.</p> <p>I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers</p>		
21 Steps (National Curriculum)	<p>Step 19 <u>Word Reading</u> I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum meaning around). <u>Comprehension</u> I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. - I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text. - I can ask questions to confirm what I already know. - I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points. - I can compare and contrast the styles of different writers and provide examples.</p>			

		<p>- I am able to link them with my own ideas to support what I say.</p> <p><u>Themes and Conventions</u></p> <p>- I can identify the ways in which one paragraph is linked to the next.</p> <p>- I can take part in discussions, taking account of what others say and comment on their ideas.</p> <p><u>Language for Effect</u></p> <p>I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices.</p> <p><u>Making Inference</u></p> <p>- I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this.</p> <p>- I can refer to the text to support my predictions and provide examples.</p>
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Phonics and spelling (Linked to Letters and Sounds)	Yr5 Revise	Term 1							Term 2						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		Words ending in '-ious.'	Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant (But there are many exceptions).	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant (But there are many exceptions).	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.	Challenge words	Challenge Words	Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.	Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.	Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.	Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'	Words ending in '-ably' and '-ibly.'	Challenge Words	
Progression and National Curriculum)	Yr6	Challenge words	Challenge words	Challenge words	Challenge words	Challenge words	Challenge words	Challenge Words	Challenge words	Challenge words	Challenge words	Challenge words	Words with the short vowel sound /i/ spelled y	Words with the long vowel sound /i/ spelled y	

Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression	<p><u>End of year 5 expectations</u></p> <p><u>Spelling</u></p> <p>I can use further prefixes and suffixes</p> <p><u>Step 19</u></p> <p><u>Spelling</u></p> <p>I can use further prefixes and suffixes.</p> <p>I can spell many words with silent letters.</p> <p>I can always distinguish between more complex homophones.</p>														
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Writing	Term 1								Term 2						
	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Genre/Composition	Sentence building	Ruin Setting Description and recount		Balanced Argument			Formal Letters (Climate change)		Narrative- (Crime)			Newspaper report (Crime)			
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<p>Genre specific coverage</p>	<ul style="list-style-type: none"> • Precise vocabulary choices • Imagery/figurative language • Appropriate noun/pronoun choice • Accurate sentence structure- sense with CL, full stop and comma in a list. • Progressive verbs • Semi colon and colon between clauses • Relative clause 	<ul style="list-style-type: none"> • Formal tone • Sentence structure • Higher level conjunctions • Cohesion. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Paragraphing • Cohesion • Fronted adverbials • Complex sentences/subordinate clauses • Commas after fronted adverbial and subordinate clause. • Speech to move the story forward 	<ul style="list-style-type: none"> • Commas after fronted adverbial and subordinate clause. • Formal writers voice • Active and passive • Direct and indirect speech • Paragraphing • Relative clause 	<ul style="list-style-type: none"> •
<p>Writing: (Including EGPS) 21 Steps (National Curriculum)</p>	<p><u>Step 19</u> <u>Handwriting</u> I can always write legibly and fluently and within increasing speed.</p> <p><u>Composition</u> I can select the appropriate form of writing after identifying the audience and purpose of the writing. I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning. In narratives describe setting, characters and atmosphere and integrate dialogue to convey character and advance the action I can proof read for spelling and punctuation errors and to improve my work.</p> <p><u>Vocabulary and Grammar</u> I understand how the passive affects the presentation of information. I can identify the difference between formal and informal speech structures. I can identify and explain how noun phrases convey precise information.</p> <p><u>Punctuation</u> I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists). I understand that an ellipsis is an omission of a word.</p> <ul style="list-style-type: none"> • I can identify how an author uses bullet points within a text 					

English Coverage

Year 6

SPRING Term



Reading	Term 3	Term 4																								
<p>Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i></p>	<p>The Silver Sword (continued) Goodnight Mr Tom – Writing Focus WW1/WW2 Poetry – e.g. Siegfried Sassoon and Wilfred Owen Class picture books= One Boy’s War, Three little ships</p>																									
<p>Guided Reading Skills Foci:</p> <p>Bronze Silver Gold</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"></td> <td style="background-color: #e8f5e9;"> <p>VIPERS focus: Infer and Predict (all skills revisited regularly to ensure revision of knowledge)</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>I can discuss the purpose, audience and organisation of different fiction/nonfiction texts.</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created.</p> <p>Predict focus questions:</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>Infer focus questions:</p> <p>Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 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<p>21 Steps (National Curriculum)</p>	<p><u>Step 20</u> <u>Word Reading</u> I can read almost all words accurately. I use my knowledge of word history and the link between words to suggest meaning.</p> <p><u>Comprehension</u> I can discuss the purpose, audience and organisation of different fiction/nonfiction texts. I can use the way text types are organised to help me sustain understanding over longer texts. I can ask and respond to questions about a text to demonstrate my understanding.</p>																									

I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information.
 I can compare, contrast and explore the styles of writers and poets, finding examples in the text. I use their knowledge to support my own ideas.

Themes and Conventions
 I can comment on and compare the language choices the author has used over a range of non-fiction texts.
 I am able to analyse what others' say to support my own ideas linked to a text.

Language for Effect
 I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created.

Making Inference
 I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives.
 I understand how the author uses hidden messages to imply what might happen.

		Term 3						Term 4							
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phonics and spelling (Linked to Letters and Sounds Progression and National Curriculum)	Yr5 Revise	Words ending in '-able.'	Adverbs of time (temporal adverbs) these are words to develop chronology in writing.	Adding suffixes beginning with vowel letters to words ending in -fer.	Words with 'silent' letters at the start.	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Challenge Words		Words spelled with 'ie' after c.	Words with the 'ee' sound spelled ei after c.	Words containing the letter string 'ough' where the sound is /aw/.	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.	Language of possibility. (Modal verbs) These words show the possibility that something has of occurring.	Challenge Words	
	Yr6	Adding the prefix '-over' to verbs.	Convert nouns or verbs into adjectives using suffix '-ful.'	Words which can be nouns and verbs	Words with an /o/ sound spelled 'ou' or 'ow.'	Words with a 'soft c' spelled /ce/.	Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite		Words with the /f/ sound spelled ph.	Words with origins in other countries	Words with unstressed vowel sounds.	Words with endings /shuhl/ after a vowel letter	Words with endings /shuhl/ after a consonant letter.	Words with the common letter string 'acc' at the beginning of words.	

Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression

End of year 5 expectations
Spelling
 I can use further prefixes and suffixes

Step 20
Spelling
 I can spell all words on the year 5 and 6 word list.
 I can independently use a dictionary to check the spelling and meaning of words.

Writing	Term 3						Term 4					
	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6 (4 days)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (4 days)

Genre/Composition	Narrative Good Night Mr Tom Dialogue to enhance characterisation	Setting description	Letters – Informal/formal	Recount (D-day)	Poetry	Information Text
Genre specific coverage	<ul style="list-style-type: none"> Precise vocabulary choices Sentence extensions to include action and setting description Speech accurately punctuated. Conscious decision as to whether to use said words. 	<ul style="list-style-type: none"> Progressive verbs Semi colon and colon between clauses Relative clause Appropriate noun/pronoun choice Precise vocabulary choices Imagery/figurative language Accurate sentence structure 	<ul style="list-style-type: none"> Accurate sentence structure Correct use of formality Paragraphing/Cohesion Punctuation Writing from contrasting perspectives. 	<ul style="list-style-type: none"> Precise vocabulary choices Imagery/figurative language Appropriate noun/pronoun choice Accurate sentence structure Subjunctive form Progressive verbs 	<ul style="list-style-type: none"> Figurative language- metaphor & simile 	<ul style="list-style-type: none"> Colons and semi colons Layout Imperative verbs Relative clauses Precise vocabulary Cohesion
Writing: (Including EGPS) 21 Steps (National Curriculum)	<p>Step 20</p> <p><u>Handwriting</u> I can always write legibly and fluently and within increasing speed.</p> <p><u>Composition</u> I can develop ideas for writing, drawing on reading and secondary resources I can organise and present my writing using devices that structure text and guide the reader, e.g. heading, bullet points and underlining. I can ensure the consistent and correct use of tense throughout a piece of writing I can assure correct subject and verb agreement when using singular and plural</p> <p><u>Vocabulary and Grammar</u> I can demonstrate how to use the passive to affect the presentation of a sentence. I can write appropriate sentences using formal and informal speech. I can show examples in my work of use of expanded noun phrases.</p> <p><u>Punctuation</u> I can use semi-colons, colons and dashes (boundaries and lists). I can use an ellipses as an omission of a word. I can use bullet points to list information</p>					



English Coverage

Year 6

SUMMER Term



Reading	Term 5		Term 6	
Whole class book <i>Specify whether it will be a writing focus or just for reading aloud</i>	The Boy at the back of the class- reading		Shakespeare – Plays - reading	
Guided Reading Skills Foci: Bronze Silver Gold		VIPERS focus: Revision of all skills (end of KS2)		VIPERS focus: Revision of all skills (end of KS2)
		I can summarise the main ideas of a text I can ask questions to deepen my understanding of a text (using the VIPERS to support me as needed) I can understand and can explain the use of different structures in non-fiction texts and their purpose I can read at an appropriate pace to enable me to read with fluency and understanding		I can summarise the main ideas of a text I can ask questions to deepen my understanding of a text (using the VIPERS to support me as needed) I can make comparisons across books and text types I can read at an appropriate pace to enable me to read with fluency and understanding
		I can explain an author’s choice of language or structure in a text and provide evidence to back up my answer I can draw on inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence . I can write my answers to questions with clarity – I only include specific information which is needed for a particular answer.		I can distinguish between statements of fact and opinion. I can draw on inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence . I can provide reasoned justifications for my views.
		I can take part in discussions, taking account of what others say and comment on their ideas. I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers		I can take part in discussions, taking account of what others say and comment on their ideas. I can evaluate my responses with a teacher or a peer and make adjustments to improve the quality of my answers
21 Steps (National Curriculum)	<u>End of year 6 expectations</u> <u>Word Reading</u> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. <u>Comprehension</u> Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Retrieve, record and present information from non-fiction. Making comparisons within and across books. Distinguish between statements of fact and opinion. Explain and discuss their understanding of what they have read, including through formal presentations and debates			

Themes and Conventions
 Identifying and discussing themes and conventions in and across a wide range of writing.
 Identifying how language, structure and presentation contribute to meaning.
 Participate in discussions about books, building on their own and others' ideas and challenging views courteously.

Language for Effect
 Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.

Making Inference
 Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 Predicting what might happen from details stated and implied.
 Provide reasoned justifications for their views.

Phonics and spelling (Linked to Letters and Sounds)	Yr5 Revise	Term 5							Term 6						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Progression and National Curriculum)		These words are homophones or near homophones.	These words are homophones or near homophones.	These words are homophones or near homophones.	These words are homophones or near homophones.	These words are homophones or near homophones.	Challenge Words		Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	
	Yr6	Wordsending in '-ably.'	Words ending in '-ible'	Adding the suffix '-ibly' to create an adverb.	Changing '-ent' to '-ence.'	-er, -or, -ar at the end of words.	Adverbs synonymous with determination		Adjectives to describe settings	Vocabulary to describe feelings	Adjectives to describe character	Grammar Vocabulary	Grammar Vocabulary	Mathematical Vocabulary	

Spelling – 21 Steps (National Curriculum) Linked to Phonics and Reading progression

End of year 6 expectations
Spelling
 I can use a range of strategies to support accurate spelling in my writing.
 I can use my knowledge of morphology and etymology to work out how to spell and understand words
 I can use a thesaurus independently and confidently

Writing	Term 5							Term 6						
	Week 1	Week 2	Week 3	Week 4 SATS WEEK	Week 5 Residential	Week 6	Week 7	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (3 days)
Genre/Composition	Narrative Writing for suspense					Persuasive Writing (for the part)		Shakespeare and Play scripts Shakespeare and own plays linked to topic.			Narrative Writing (Own choice)			

- sentence structures
- figurative language
- Applying punctuation for effect

- Modal verbs
 - Appropriate form
 - Appropriate tone/Balancing informal and formal tone
 - Rhetorical questions
 - Clear precise phrasing
 - Applying all punctuation
- Techniques for effect
eg capitals o italic writing.

- Layout conventions

- Accurate sentence structure
- Relative clause

**Writing:
(Including EGPS)
21 Steps (National
Curriculum)**

End of year 6 expectations

Handwriting

I can choose an appropriate handwriting style for a particular task.
I can choose the writing implement that is best suited for the task.

Composition

I can use my own knowledge to plan, draft, write and edit my own composition.
I can use a wide range of devices to build cohesion within and across paragraphs.
I can choose the appropriate tone for my writing (informal or formal).
I can perform my own compositions, considering my audience using appropriate intonation, volume and movement so that meaning is clear.
I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Vocabulary and Grammar

I can readily identify and use the passive voice.
I can confidently use relative clauses beginning with *who, which, where, when, whose*, that or with an omitted pronoun.
I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).
I can use formal and informal speech accurately in independent writing.
I can use expanded noun phrases to convey complicated information concisely.
I can use the perfect form of verbs to mark relationships of time and cause

Punctuation

I can use commas to clarify meaning or avoid ambiguity.
I can use ellipses to link ideas between sentences/paragraphs.
I can use bullet points effectively and consistently.
I can confidently use brackets, dashes or commas to indicate parenthesis.