English Key Objectives

Y6	Narrative	Non Narrative	Poetry
Aut 1:1	**Narrative Settings:** • To develop initial ideas drawing on reading and research • To describe character, setting and atmosphere (mood) • To use a balance of dialogue, action and description • To link ideas across paragraphs using adverbials of time • To vary voice for direct or indirect speech • To participate in discussions/debates 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 • To continue to read and discuss an increasingly wide range of fiction	**Biography:** • To identify audience/purpose for the writing and select similar writing as models for their own • To use range of devices to build cohesion across paragraphs • To use relative clauses to specify which person they mean • To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • To distinguish between statements of fact and opinion • To ask questions to improve their understanding of what they have read • To retrieve, record and present information effectively from non-fiction	**Poems on a Theme:** • To consider how expert authors have developed characters • To speak audibly and fluently with increasing command of standard English • To use a thesaurus to check synonyms and antonyms • To discuss and evaluate how authors use language, including figurative language • To provide reasoned justifications for their views • To prepare poems to read aloud and perform, showing accurate, effective use of intonation, tone and volume so that meaning is clear to audience • To learn a wider range of poetry by heart
Aut 1:2	**Play scripts:** • To identify audience/purpose for the writing and select similar writing as models for their own • To select appropriate grammar and vocab, understanding the impact choices can have and enhance meaning • To use passive verbs (stage directions) • To vary voice for direct or indirect speech • To predict what might happen from details stated and implied • To prepare plays to read aloud and perform, showing understanding through accurate, effective use of intonation, tone and volume so that meaning is clear to audience	**Reports:** • To use further organisational and presentational devices to structure text and to guide the reader i.e. headings/subheadings, bullet points, underlining etc • To use expanded noun phrases to convey complicated information concisely • Use appropriate style and form depending on the task • To vary voice for direct or indirect speech • To distinguish between statements of fact and opinion • To use skimming, scanning and note-taking to identify the key points in a text • To create a set of key notes to help summarise what has been read.	**Modern Performances:** • To select the appropriate form and using other similar writing as models for their own • To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • To speak audibly and fluently with increasing command of standard English • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • To participate in discussions/debates 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
Spr 2:1	**Traditional Tales:** • To link ideas across paragraphs using devices eg repetition and ellipsis • To move the plot forward through balance of dialogue, action and description • To select appropriate grammar and vocab, understanding the impact choices can have and enhance meaning • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • To participate in discussions/debates 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 • To continue to read and discuss an increasingly wide range of fiction	**Explanation:** • To identify audience/purpose for the writing and select similar writing as models for their own • To recognise vocabulary and structures that are appropriate to formal speech and writing, including subjunctive forms • To use brackets, dashes or commas to indicate parenthesis • To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • To ask questions to improve their understanding of what they have read • To make comparisons within and across books • To retrieve, record and present information effectively from non-fiction	**Narrative:** • To consider how expert authors have developed characters • To develop setting, character and mood • To use expanded noun phrases to convey complicated information concisely • To vary voice for direct or indirect speech • To prepare poems to read aloud and perform, showing understanding through accurate, effective use of intonation, tone and volume so that meaning is clear to audience • To learn a wider range of poetry by heart
Spr 2:2	**Stories from Other Cultures:** • To précis longer passages • To select appropriate grammar and vocab, understanding the impact choices can have and enhance meaning • To link ideas across paragraphs using a wider range of devices: e.g. repetition, use of adverbials, as well as ellipsis • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • To participate in discussions/debates 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	**Letter Writing:** • To select appropriate grammar and vocab, understanding the impact choices can have and enhance meaning • To use brackets, dashes or commas to indicate parenthesis • To use passive verbs to affect the presentation of information • To articulate and justify arguments and opinions give well-structured explanations including for expressing feelings. • To ask questions to improve their understanding of what they have read • To identify and discuss themes and conventions in and across a wide range of writing • To provide reasoned justifications for their views	**Significant Children's Poets:** • To note and develop ideas, drawing on research • To select appropriate grammar and vocabulary • To use hyphens to avoid ambiguity • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • To participate in discussions/debates 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 • To prepare poems to read aloud and perform, showing understanding through accurate, effective use of intonation, tone and volume so that meaning is clear to audience
Sum 3:1	**Narrative Storyline:** • To identify the audience and purpose of writing • To use spoken language to develop understanding through exploring ideas • To describe settings and atmosphere (mood) • To distinguish between statements of fact and opinion • To ask questions to improve their understanding of what they have read • To further increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	**Instructions:** • To use further organisational and presentational devices to structure text and to guide the reader i.e. headings/subheadings, bullet points, underlining etc • To use the colon to introduce a list/semi-colons within lists • To ask questions to improve their understanding of what they have read • To provide reasoned justifications for their views • To identify and discuss themes and conventions in and across a wide range of writing	**Riddles and Humorous Verse:** • To propose changes to vocabulary, grammar and punctuation to enhance effects • To assess the effectiveness of their own/others' writing • To vary voice for direct or indirect speech • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • To prepare poems to read aloud and perform, showing understanding through accurate, effective use of intonation, tone and volume so that meaning is clear to audience
Sum 3:2	**Adventure Stories:** • To indicate degrees of possibility using adverbs • To ensure consistent and correct use of tense • To link ideas using adverbials of time • To predict what might happen from details stated and implied • To provide reasoned justifications for their views • To continue to read and discuss an increasingly wide range of fiction	**Recount:** • To ensure correct subject/verb agreement distinguishing between language of speech and writing • To ensure the consistent and correct use of tense throughout a piece of writing • To choose appropriate writing implement best suited for task • To vary voice for direct or indirect speech • To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • To explain/discuss their understanding of what they have read, including through formal presentations/debates, maintaining a focus on the topic and using notes where necessary	**Classic Poetry Performances:** • To select similar writing as models for their own • To note and develop ideas, drawing on research • To assess the effectiveness of their own and others' writing • To vary voice for direct or indirect speech • To provide reasoned justifications for their views • To learn a wider range of poetry by heart

Black – Writing Objectives
Blue Reading Objectives