

Parent and Carer Information: Year 6 English

This guide can help you to track the progress of your year 6 child as they develop through the subject of English. In year 6, children learn the key skills that form the basis of their English education, including reading, writing and spelling. Practising these skills at home can be a great way to boost your child's confidence and complement what they learn in the classroom. This guide outlines how you, as parents and carers, can best support your child's year 6 English journey, with an easy-to-follow flowchart of what they will learn and clear goals for you to work on together.

Click on each topic to head to the relevant category on the Twinkl website to find super resources to support your child.

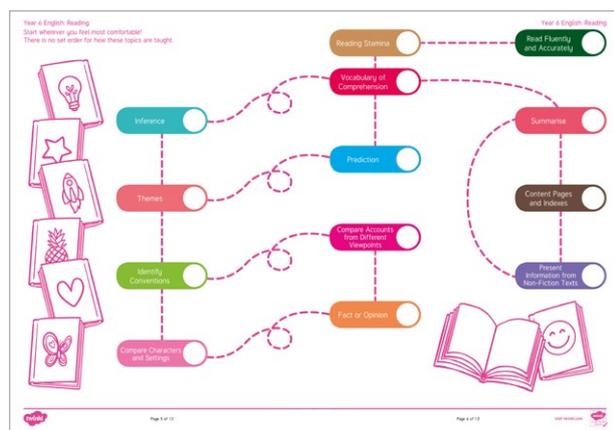


Alternatively, you can follow the web url www.twinkl.co.uk/resources/parents to get to the Twinkl Parents Hub.

We have also included handy tick boxes, so you can easily check off when you have covered each topic, and you can keep on track with your child's studies. You can also use the 'traffic light' system to record your child's confidence, and how they feel about the topic you have covered together.

Stick the other pages together to create a display poster for both you and your child to fill in. Complete with handy tick boxes, this chart is ideal for helping to support your child's studies from home.

-  I feel unsure about this.
-  I feel okay about this.
-  I feel confident about this!



We hope you find the information on our website and resources useful. The contents of this resource are for general, informational purposes only. This guide is intended to offer parents general guidance on what subject areas tend to be covered in their child's year group and where they could support their children at home. However, please be aware that every child is different and information can quickly become out of date. There are some subject areas that we have intentionally not covered due to the nature of how they are taught or because a trained professional needs to teach these areas. We try to ensure that the information in our resources is correct but every school teaches the national curriculum in its own way. If you would like further guidance or are unsure in any way, we recommend that you speak to your child's teacher or another suitably qualified professional.

Reading Stamina



Your child can read with increasing levels of stamina. They are able to read longer books, for longer periods of time.

Read Fluently and Accurately



Your child can read fluently and accurately. They can read aloud with confidence and are able to work out unfamiliar words using their own strategies and tactics.

Vocabulary of Comprehension



Your child can use technical vocabulary when discussing books. For example, 'metaphor', 'simile', 'analogy', 'imagery', 'style', 'effect'.

Inference



Your child can draw inferences from a text. For example, they can decide how a character is feeling based on information they are given, without directly being told that a character is feeling a certain way. They can give detailed reasons for their inferences, using the text to support their thoughts.

Summarise



Your child can summarise the main themes, ideas, events and characters from a story, using more than one paragraph to provide evidence. They recognise how a story progresses over a number of paragraphs and can link them together.

Prediction



Your child can predict what might happen next in a story. They can use implied information and knowledge of other stories to create accurate predictions of what may come next. They are able to explain, using the text for evidence, their thoughts and describe how they have come to that prediction.

Themes



Your child can recognise themes in the books they read. They can say if a story or poem has a recurring theme throughout, for example, loss or heroism. They can explain why they feel that a book follows a theme, giving reasons for their ideas.

Content Pages and Indexes



Your child can use contents pages and indexes to help them search for specific information. They know the purpose of these items and make effective use of them.

Compare Accounts from Different Viewpoints



Your child can compare different accounts of the same event. They can recognise how accounts are different from one another and give reasons why this might be. They can discuss opposing viewpoints in a balanced way, recognising reasons why people may have different views.

Identify Conventions



Your child can identify conventions found in different types of text. For example, they can identify that diaries and autobiographies are written in first person (I, my, me), instructions use imperative verbs and information texts are not written in time order.

Present Information from Non-Fiction Texts



Your child can present information they have found from non-fiction texts. They are able to present the information in their own words and using a variety of different styles. For example, they can present the information using images, slideshows, IT programmes, written descriptions or mind maps.

Fact or Opinion



Your child can identify if a statement they read is fact or an opinion. They can explain their reasoning.

Compare Characters and Settings



Your child can make comparisons between characters and settings in different books. They can explain the effect these settings have on the reader and why the author may have included a certain setting or character.

Above and Beyond

If you really want to go the extra mile, you and your child can review these sections to gain a greater understanding of each topic and push their learning further.

Explore Playscripts



Your child will begin to read and explore the themes found in some Shakespeare plays. They will recognise the differences between the language used and the historical context of the stories.

Compare Plays



Your child will make a comparison between two performances of the same script. They will identify the differences and similarities, noticing how the different styles have changed the way the script is delivered.

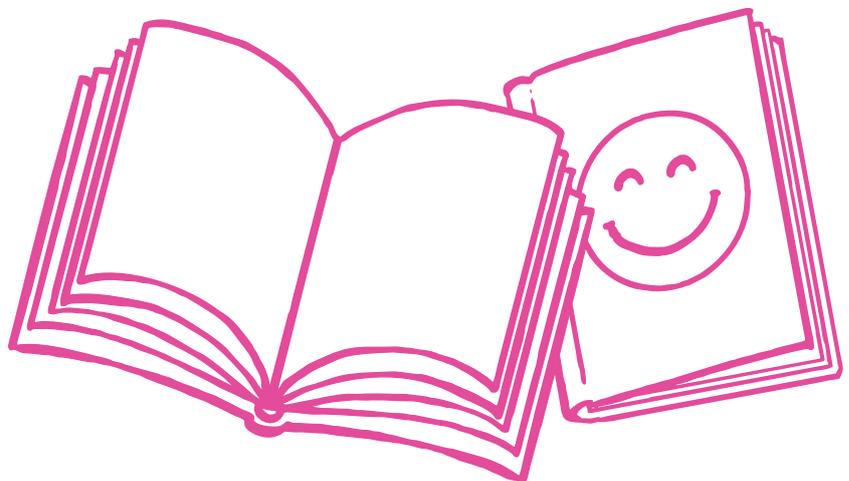
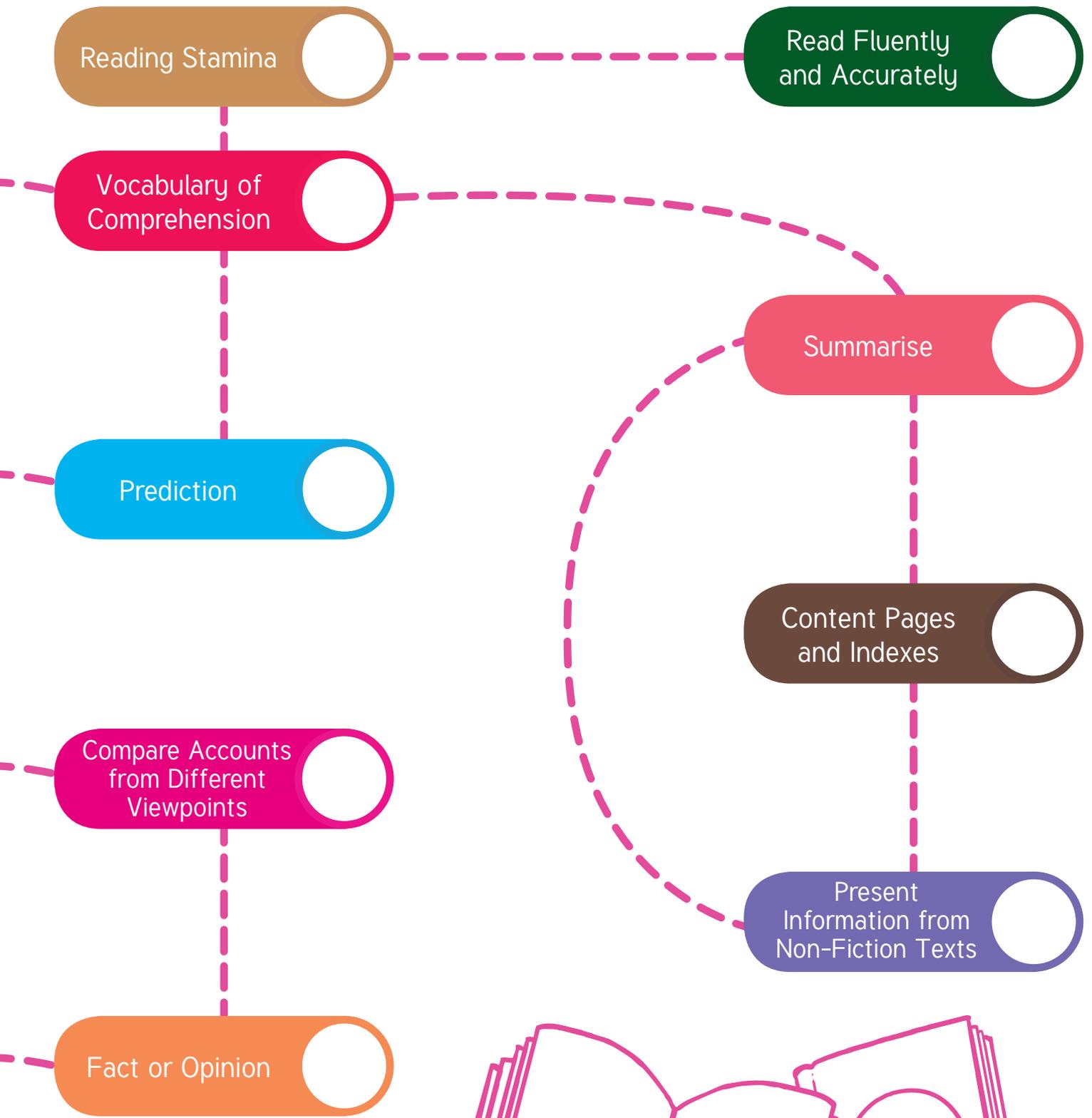


Inference

Themes

Identify Conventions

Compare Characters and Settings



Thesaurus



Your child can describe what the purpose of a thesaurus is. They can use their knowledge of the alphabet to find words within the thesaurus, then find synonyms (words with similar meanings) for their searched word.

Adding -cial and -tial to Words



Your child can add -cial and -tial to words correctly. Generally, -cial is used after a vowel letter and -tial is used after a consonant (e.g. official, special, artificial, partial and confidential). However, there are a few exceptions to this rule (e.g. initial, financial and commercial).

Spell Words Containing -ible



Your child can add -ible to words. It is common if a complete root word can't be heard before it. For example, possible, horrible, terrible. However, it can be used when a complete word can be heard on a few occasions. For example, sensible.

Hyphens



Your child can add a prefix to a root word using hyphens. This tends to happen if the prefix ends in a vowel and the root word begins with a vowel. For example, co-ordinate, re-enter, co-operate.

Spell Words Containing ough



Your child can spell words containing -ough-. As -ough- can be used to spell a wide variety of different sounds, it can be tricky to spell words containing this letter string. For example, ought, thought, rough, tough, though, borough, plough.

Audience and Purpose



Your child can identify the audience and purpose of a piece of writing. They use this information to choose an appropriate style and tone of voice. For example, they will use a more formal style if they are writing an official letter, but a more casual style if writing an email to a friend.

Research



Your child can use research and reading to inform their writing. They gather information that they can use and take notes on the style and word choices used by other authors, in order to use them in their own writing.

Narrative Writing



Your child can use a variety of methods to write narrative stories. They can use setting and character descriptions, build up of tension and atmosphere, plus dialogue and speech to move the action and events along.

Organisational Devices



Your child can use a wide range of structures to guide the reader in their writing. They use things like headings, subheadings, bullet points, underlining, bold text and block capitals.

Select Vocabulary



Your child can choose appropriate vocabulary in their own writing. They choose words for specific effects and can justify the reason they have chosen this word.

Develop Characters



Your child can identify how a character has developed over the course of a story. They start to think of ways in which their own characters can change and develop as their writing progresses.

Subject Verb Agreement



Your child can make sure the subject and verb agree on the use of singular or plural. They can identify if the subject of the sentence is one or more than one, then make sure the verb matches. For example, 'the dog chases the postman' or 'the dogs chase the postman'.

Possibility



Your child can indicate degrees of possibility in their writing. They do this by using adverbs or modal verbs. For example, 'perhaps (adverb) we could climb the tree' or 'we might (modal verb) be able to climb the tree'.

Tense



Your child can check their writing to make sure they are using the correct tense throughout. They identify if the text is being written in past or present tense (it has already happened or it is happening now), then adjust their use of verbs to match. For example, 'he ran down the corridor' = past tense; 'he is running down the corridor' = present tense.

Brackets, Commas and Dashes for Parenthesis



Your child can add parenthesis (explanation or after thought) to their writing using brackets, commas or dashes.

Relative Clauses



Your child can add relative clauses to their own writing. A relative clause is an extra piece of information designed to clarify, define or identify a noun. For example, 'the boy, who had mousy brown hair, sat in the sun'.

Passive Verbs



Your child can use passive voice within their writing. This means that the subject of the sentence is having the action done to it, rather than the subject doing the action. For example, 'I'm doing my homework' = active voice, 'my homework is being done' = passive voice.

Linking Ideas across Paragraphs



Your child can link ideas across paragraphs. They can do this by using adverbials of time, place or number. For example, later (time), nearby (place) or firstly, secondly (number).

Precising Passages



Your child can summarise a larger text by precising passages. This means that they can take a longer piece of writing and summarise it into a smaller, more concise version in their own words.

Cohesion across Paragraphs



Your child can create links between the paragraphs they write. They recognise that in order to create flow within a story, their paragraphs need to join together in some way.

Assess Writing



Your child can assess their own writing. They can decide why it is effective and how it could be improved. They are able to then use this information to suggest and impliment changes. They are also able to do this to other people's writing.

Above and Beyond

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★ Audience and Purpose

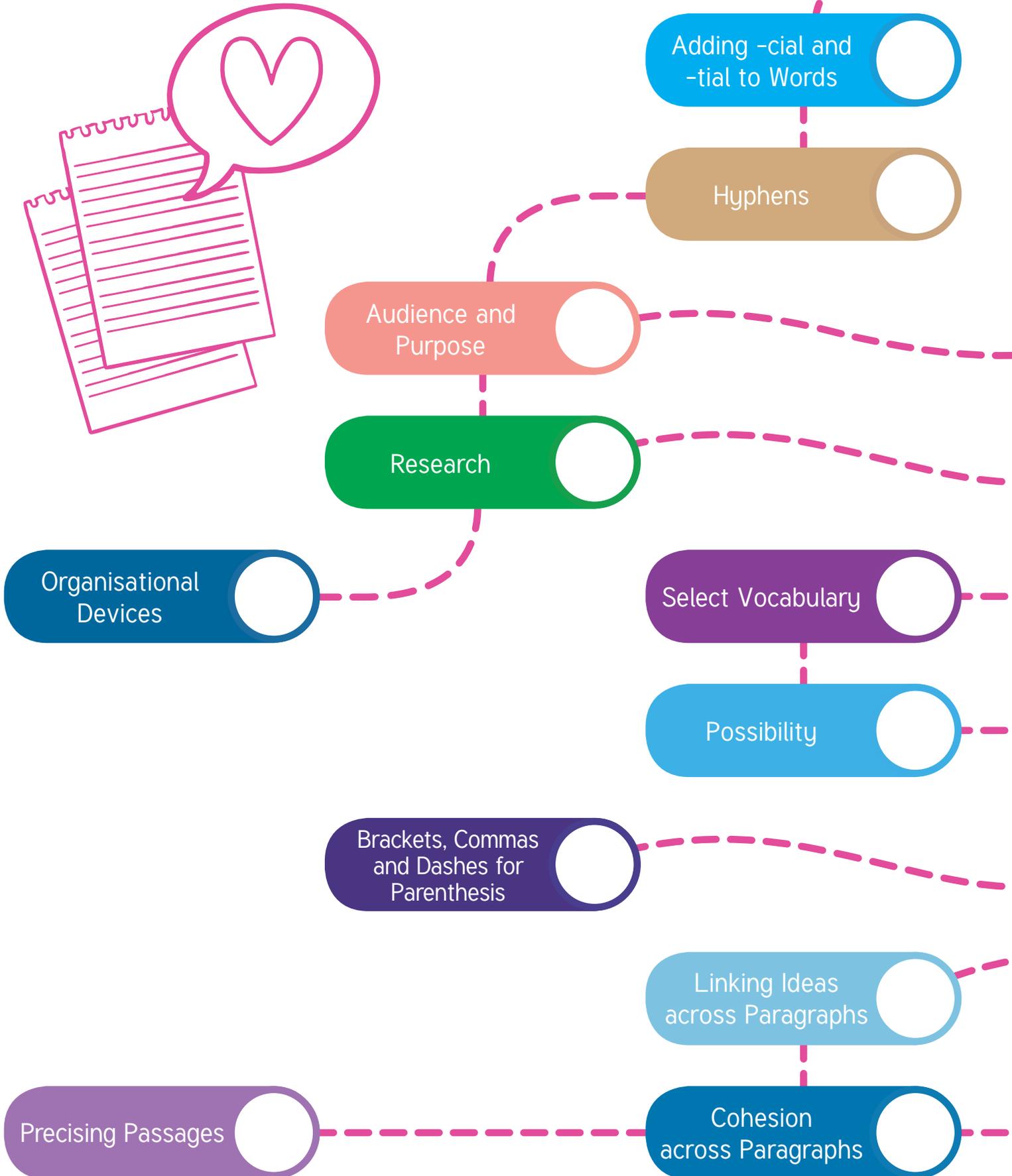


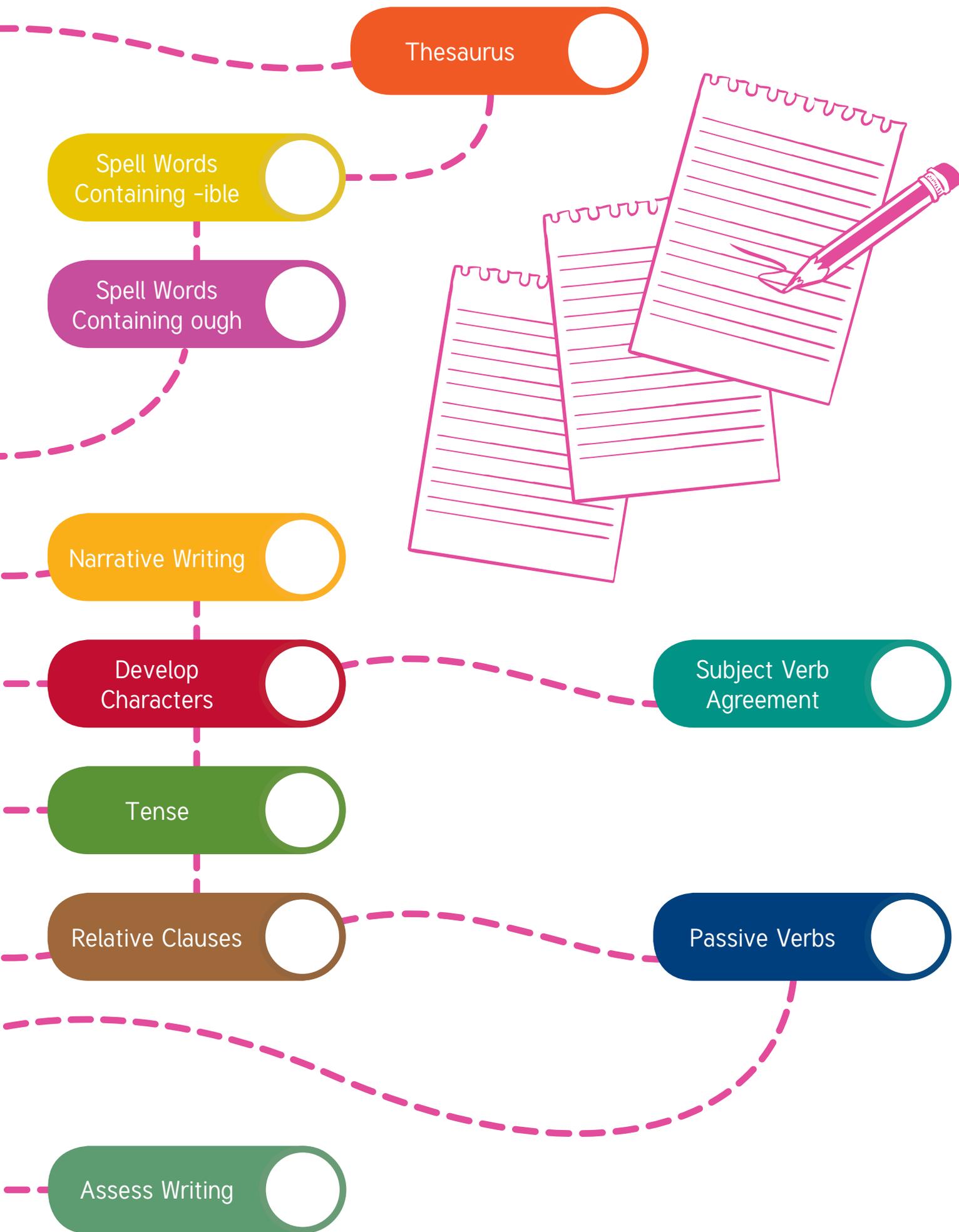
- Your child will understand how their writing is appropriate to the audience and purpose. They will identify the different ways they have changed their writing to make sure it is aimed at a specific audience.
- Your child will be able to identify the differences between spoken and written English. They will know when it is appropriate to use formal and informal styles, plus the differences between standard and other varieties of English.

★ Research



Your child will make notes about a subject that they are going to talk about or present to a group, then write a detailed script of what they are going to say. They will be able to understand how the script will affect their presentation and make creative choices with this in mind.





Explore and Discover More

Unsure of how to use this resource? Simply scan this QR code using your mobile device or tablet to watch a quick video explanation showing you how to use this resource with your child.



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Book Club

Twinkl Book Club is our book subscription service. Enjoy our original works of fiction in beautiful printed form, delivered to you each half-term and yours to keep!

Twinkl Boost is a range of intervention resources, created to support and lift learning with children at every level. These include our easy-to-use SATs and Phonics Screening resources.



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Boost



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Go!

Twinkl Go! is a digital platform, hosting interactive content such as videos, games, audiobooks and more. Twinkl Go! enables digital content to be streamed to your computer or mobile device.



Twinkl Originals are engaging stories written to inspire pupils from EYFS to KS2. Designed to encourage a love of reading and help curriculum-wide learning through accompanying resources.



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ORIGINALS

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KIDS' TV

Twinkl Kids' TV is our wonderful YouTube channel dedicated to fun and informative video style resources full of new and creative activities you can try at home!