

Rakegate Primary School
Knowledge and Skills for Year 6



Key: Speaking and Listening Reading and Writing Grammar Songs, stories and rhymes	Working Towards	Expected	Greater De[pth]	Knowledge and Skills:
Year 6	<ul style="list-style-type: none"> • Listen, understand, say and write a more complex sentence with support if necessary • Ask and answer several questions with support • Follow and read aloud text of familiar songs, stories and rhymes • Use a dictionary to find nouns and gender <p>Read aloud familiar words in sentences</p>	<ul style="list-style-type: none"> • Understand and say a complex sentence to present own ideas using a bi-lingual dictionary or similar • Engage in a short conversation/exchange using familiar language • Follow and understand a song or story with more complex language • Pronounce some unfamiliar words using phonic knowledge • Read and write sentences demonstrating a good grasp of grammatical concepts encountered • Write some complex sentences from memory with understandable accuracy 	<ul style="list-style-type: none"> • Engage in a short conversation or present information without support • Understand the gist of a simple unfamiliar text; maybe using a dictionary • Read aloud confidently unfamiliar words with a high degree of accuracy • Apply an excellent understanding of key grammar concepts encountered in speaking and writing maybe from memory 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • listen attentively and show understanding by joining in and responding. • link the spelling, sound and meaning of words. • ask and answer questions • express opinions and respond to those of others. • ask for clarification and help. • speak in sentences. <p>Reading and Writing</p> <ul style="list-style-type: none"> • read and show understanding of words, phrases and simple texts. • read aloud with accurate pronunciation. • understand new words that are introduced into familiar written material • use a dictionary. • write words and phrases from memory. • adapt phrases to create new sentences. • describe people, places, things and actions in writing. <p>Grammar</p> <ul style="list-style-type: none"> • gender of nouns - definite and indefinite articles. • singular and plural forms of nouns. • adjectives (place and agreement). • conjugation of key verbs (and making verbs negative).

				<ul style="list-style-type: none"> connectives and qualifiers, adverbs of time, prepositions of place. <p style="color: red; font-weight: bold;">Songs, stories and rhymes</p>
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Children Working Towards	Expected	Greater Depth

Year 6 Assessment Opportunities

Listening

- Children listen to a conversation between two people and extract information to show understanding. This could be in response to questions, a fact file to complete, true or false statements (all in English). NB In Y6, children should be listening to texts read by people other than their teacher.
- Children listen to a new story containing familiar language and extract information to show understanding.
- Dictate quantities of ingredients for a recipe, using numbers up to 100.
- Understand a wide range of classroom instructions such as Please get into groups of 6. Find a partner to work with. Clear up your things. Can someone on each table collect the cards/books etc.

Speaking

- Children work in small groups and plan a role-play e.g. buying food in a market, ordering drinks in a café, arriving at a new school, meeting up with friends on a playground. Allow sufficient time for each group to practise and prepare their role-play for a performance to the class. Other class members give feedback.
- Children prepare individual presentations to describe e.g. a school day. They express opinions and use statements that make reference to the past. They film their presentations and use self-assessment strategies to recognise progress and make suggestions for improvement.
- Children re-tell, from memory, part of a story.
- Encourage children to use a range of questions and statements in languages lessons spontaneously to seek help and clarification. For example How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?
- Children work in pairs. They each have a grid to record what their partner has eaten at lunchtime during the school week. They complete their grid by asking their partner e.g. What did you eat on Monday? They listen to the reply and draw the food on their grid.

Reading

- Children read aloud an extract (a paragraph of up to 6 lines) from a new story or non-fiction text containing familiar language. Children could make a recording of their reading.
- Children re-order several sentences from an extract of a familiar story. Alternatively, they match paragraphs of three to four sentences to pictures of the story.

- Children read an information leaflet about a place to visit and extract information to show understanding. This could be in response to questions, a fact file to complete, true or false statements (all in English). Set a time limit so that children know when to answer independently and when to use a dictionary.

Writing

- Children produce a leaflet about their school, town or place to visit. This activity lends itself to group, pair or individual work and peer assessment of first draft.
- Children re-write a 'chapter' of a story adapting language to change eg description of character and setting.

Grammar

- Children prepare individual presentations to describe e.g. a school day. They express opinions and use statements that make reference to the past. They film their presentations and use self-assessment strategies to recognise progress and make suggestions for improvement.
- Provide children with a list of nouns, plural and singular, together with a list of adjectives. Children use these list to write a sentence e.g. I am wearing a blue coat and red boots choosing an adjective from the list that matches the noun.
- Chant conjugations of two or three familiar verbs with gestures.