

# **ENGLISH**

## **Syllabus for Primary Schools**

# **YEAR 6**

# **LEARNING OUTCOMES**

**for**

**YEAR 6**

<b>ORACY</b> <b>LISTENING AND SPEAKING</b>	<b>READING</b>	<b>WRITING</b>
<b>STORIES POEMS SONGS TOPICS</b>	<b>READING STRATEGIES</b>	<b>HANDWRITING PRESENTATION SKILLS</b>
6.1.1 Demonstrate enjoyment, interest and attentiveness during listening and viewing activities	6.2.1 Demonstrate knowledge of text organisation and book conventions	6.3.1 Develop an individual handwriting style
6.1.2 Demonstrate confidence in being able to understand spoken language without reference to the written form	6.2.2 Demonstrate ability and efficiency in accessing information from a range of sources	6.3.2 Use a range of presentational features
6.1.3 Demonstrate ability to recite poems with correct intonation and pronunciation	6.2.3 Demonstrate ability to integrate and adapt their reading strategies when reading difficult or unfamiliar text	<b>WRITING STRATEGIES</b>
<b>LANGUAGE INTERACTIVE CONVERSATIONS</b>	6.2.4 Apply knowledge and use word identification strategies appropriately and automatically when encountering an unknown word	6.3.3 Demonstrate competence and efficiency in the use of various strategies to spell words correctly
6.1.4 Use appropriate language when participating in discussions on read-aloud text	6.2.5 Demonstrate ability to select and use prior knowledge suitable for each text	6.3.4 Demonstrate ability to plan their writing through brainstorming, classifying and organizing information prior to writing

6.1.5 Demonstrate ability to initiate discussion, and contribute to conversation	<b>READING</b>	6.3.5 Write in a coherent and cohesive manner, grouping information in paragraph(s) form
6.1.6 Speak confidently with accuracy, using clear diction and correct intonation in front of an audience	6.2.6 Participate in shared reading experiences	6.3.6 Demonstrate ability to proof-read, edit own work and revise own work
6.1.7 Use appropriate and grammatically correct language to communicate meaningfully with a purpose	6.2.7 Read confidently, with fluency, expression and clear diction	<b>WRITING</b>
6.1.8 Give vivid descriptions of characters, scenes, objects and pictures using grammatically correct language	6.2.8 Read and understand unfamiliar text	6.3.7 Use drawing and writing to complement and support each other
6.1.9 Explain the different steps of a simple procedure using clear and precise instructions	6.2.9 Use a wide range of monitoring and adjusting strategies to aid comprehension	6.3.8 Participate in shared teacher / pupil/s writing
6.1.10 Participate in situations for acting out a simple event	<b>VOCABULARY</b>	6.3.9 Write for an audience and with a purpose
6.1.11 Develop and participate in dialogues using appropriate language	6.2.10 Sustain an increasing bank of words which are recognized automatically when encountered in different contexts	6.3.10 Write expanded sentences according to ability

6.1.12 Understand and practise the conventions of social discourse		6.3.11 Create and write own book/s experimenting with different genres
<b>VOCABULARY</b>	<b>ATTITUDE</b>	6.3.12 Demonstrate understanding of the functions of sentence structure
6.1.13 Use a range of vocabulary	6.2.11 Discuss and recommend books and share opinions	6.3.13 Demonstrate understanding of the function and relation of words in context
<b>ATTITUDE</b>	6.2.12 Express preferences for a range of stories and non-fiction	6.3.14 Use grammatically correct sentences
6.1.14 Participate enthusiastically in oral activities		6.3.15 Write answers to literal and inferential questions on picture, topic, story, and poem
6.1.15 Demonstrate a positive view of their own opinions and appreciate the views of others		<b>VOCABULARY</b>
		6.3.16 Make use of interesting, subject specific and evocative words, expressions, and figures of speech to achieve specific effects

		<b>ATTITUDE</b>
		6.3.17 Demonstrate enjoyment and motivation to participate in writing activities

**PROGRAMME**

**for**

**YEAR 6**



## 6.1 ORACY – LISTENING AND SPEAKING

Learning Outcomes	Notes
<b>STORIES POEMS SONGS TOPICS</b>	
<b>6.1.1 Demonstrate enjoyment, interest and attentiveness during listening and viewing activities</b>	
<ul style="list-style-type: none"> <li>❖ Listen attentively to read-aloud text</li> </ul>	<i>Fiction, non-fiction text, audio/video cassettes, CD – Rom, DVD...</i>
<ul style="list-style-type: none"> <li>❖ Listen for key words, specific information and main ideas</li> </ul>	
<b>6.1.2 Demonstrate confidence in being able to understand spoken language without reference to the written form</b>	
<ul style="list-style-type: none"> <li>❖ Interact and participate</li> </ul>	<i>Listening activities provide a stimulus for participating in other activities e.g. discussion type activities, dialogues (as well as reading and writing activities)</i>
<ul style="list-style-type: none"> <li>❖ React to a range of instructions</li> </ul>	<i>Perform tasks based on oral directions involving more than one action</i>
<ul style="list-style-type: none"> <li>❖ Participate in role-play using miming</li> </ul>	<i>Perform actions or express themselves without using words</i>
<ul style="list-style-type: none"> <li>❖ Make out the words in a song</li> </ul>	<i>As a pleasurable activity and using traditional or pop songs</i>
<ul style="list-style-type: none"> <li>❖ Organize thoughts</li> </ul>	
<b>6.1.3 Demonstrate ability to recite poems with correct intonation and pronunciation</b>	<i>As a pleasurable activity memorize favourite poems, or parts of a poem, song...</i>
<ul style="list-style-type: none"> <li>❖ Demonstrate sensitivity to rhyme, and figures of speech: Alliteration, onomatopoeia, personification, similes and metaphors</li> </ul>	<i>E.g. Alliteration, Onomatopoeia, Personification</i> <i>Alliteration:- the repetition of initial sounds in successive words</i> <i>Onomatopoeia:- words which seem to imitate the sound they describe</i> <i>Personification:- giving ‘human-like’ qualities to animals, objects...</i> <i>Simile:- compares two things, referring to likeness between them, and usually using ‘as’, or ‘like’</i> <i>Metaphor:- an expression in which one idea is described in terms of another</i> <i>e.g. The bright moon painted the whole world silver.</i> <b>Emphasis is not on technical terms</b>
<ul style="list-style-type: none"> <li>❖ With support make innovations on a poem</li> </ul>	<i>May give a different ending, add on lines, suggest different rhyming words...</i>

## LANGUAGE INTERACTIVE CONVERSATIONS

<b>6.1.4</b>	<b>Use appropriate language when participating in discussions on read-aloud text</b>	<i>Use language forms which are typical of the spoken language E.g. contracted forms 'wasn't' ...; short form answers ...</i>
❖	Talk about the general idea of a text story, poem and song	<i>The gist of the subject of the text ...</i>
❖	Offer predictions	<i>What might happen next, different endings</i>
❖	Recall important events and ideas in a sequential order	
❖	Share ideas, views and thoughts on characters, events	<i>E.g. on stereotyping of characters, events...</i>
❖	Answer questions orally	<i>'Wh' questions; How...? Did ...?</i>
❖	Retell scenes from a story or video	
❖	Retell story	<i>Use features of story language: Words denoting time: E.g. 'Once upon a time'; 'One day'; 'On the following day' ... Words denoting sequence: E.g. 'First, 'then', 'after', 'suddenly', 'the end' ...</i>
<b>6.1.5</b>	<b>Demonstrate ability to initiate discussion, and contribute to conversation</b>	
❖	Propose questions	<i>Learners are encouraged to ask for information, clarification; question facts, events, characters...</i>
❖	Extend ideas and facts	<i>Offer ideas, relevant information, facts ...</i>
<b>6.1.6</b>	<b>Speak confidently with accuracy, using clear diction and correct intonation in front of an audience</b>	<i>Dialogues, discussions, Show and Tell, role-play, drama ... in front of peers ...</i>
❖	Participate in performances using appropriate language	<i>E.g. in role-play, drama, simulated situations</i>
❖	Adopt intonation patterns to communicate meaningfully	<i>Change pitch of voice to show surprise, anger, questioning; disguise voice ...</i>
❖	Talk about experiences, interests, possessions, likes and dislikes	<i>Presentations</i>
❖	Retell or create a story	
❖	Tell personal anecdotes	<i>E.g. through keeping a diary</i>
<b>6.1.7</b>	<b>Use appropriate and grammatically correct language to communicate meaningfully and with a purpose</b>	
❖	Use and respond appropriately to greetings	<i>E.g. How do you do? Very well, thank you</i>
❖	Give clear and precise instructions to guide activity	<i>During games, in pairs / group work</i>
❖	Report messages to others	
❖	Make requests and express personal needs	<i>E.g. May I ...?, Can I ...?, I want... , I wish ..., I like...</i>

❖ Participate in discussions and ask questions	<i>E.g. for more information, clarifications ...</i>
❖ Convey opinion favourable or otherwise and justify it	
<b>6.1.8 Give vivid descriptions of characters, scenes, objects and pictures using grammatically correct language</b>	<i>Use appropriate vocabulary and expressions; Subject / verb agreement; use of verb tense with accuracy; pronouns match the nouns they represent;</i>
❖ Demonstrate ability to sequence ideas while describing	
<b>6.1.9 Explain the different steps of a simple procedure using clear and precise instructions</b>	<i>Individually or in groups talk about E.g. 'How to look after a plant or a pet' / or a simple recipe</i>
❖ Organize thoughts	
❖ Give clear and precise instructions using correct logical sequence and appropriate instructions	<i>Emphasis should be on sequence rather than on actual knowledge</i>
❖ Use clear diction and appropriate intonation to guide activity	
<b>6.1.10 Participate in situations for acting out a simple event</b>	
❖ Use clear, precise and appropriate language	
❖ Report spoken language	<i>Convey a simple message e.g. a telephone message ...</i>
❖ Participate in role-play using appropriate language in a simulated situation	<i>Learners practise speaking in 'Let's Pretend' situations e.g. Directing a person to go from one place to another such as simple familiar routes; may use diagrams to help visualize the route</i>
<b>6.1.11 Develop and participate in dialogues using appropriate language</b>	<i>E.g. Create a dialogue based on a situation between the librarian and a student looking for a particular book ...</i>
<b>6.1.12 Understand and practise the conventions of social discourse</b>	
❖ Demonstrate ability to take turns in conversations	<i>E.g. Give time to the person speaking to finish before joining in ...</i>
❖ Demonstrate ability to listen to others	
❖ Express and exchange ideas and information	
❖ Respond to others	
❖ Appreciate the views and opinions of others	
❖ Deal politely with opposing points of view	
<b>VOCABULARY</b>	
<b>6.1.13 Use a range of vocabulary</b>	
❖ Use and experiment with language patterns	<i>Narration, description, explanation ...</i>
❖ Use new words spontaneously	
<b>ATTITUDE</b>	

<b>6.1.14</b>	<b>Participate enthusiastically in oral activities</b>	<i>Discussions, dialogues, performances ...</i>
<b>6.1.15</b>	<b>Demonstrate a positive view of their own opinions and appreciate the views of others</b>	

## 6.2 READING

Learning Outcomes	Notes
<b>READING STRATEGIES</b>	
<b>6.2.1 Demonstrate knowledge of text organization and book conventions</b>	<i>Title, author, page, contents page, chapter, lesson/unit, preface/blurb (preliminary remarks on subject of book), introduction, index, glossary,</i>
<ul style="list-style-type: none"> <li>❖ Show knowledge of specific features in a text</li> </ul>	<i>E.g. picture, diagram, tables, graphs, rubrics, photographs ...</i>
<ul style="list-style-type: none"> <li>❖ Locate a specific portion of a book</li> </ul>	<i>Use Index or Contents page</i>
<ul style="list-style-type: none"> <li>❖ Use the Preface / Blurb or Introduction for preliminary information about the subject matter of book</li> </ul>	<i>Summary / Blurb (preliminary remarks on subject matter usually found on book cover)</i>
<ul style="list-style-type: none"> <li>❖ Demonstrate knowledge in the use of the dictionary</li> </ul>	
<b>6.2.2 Demonstrate ability and efficiency in accessing information from a range of sources</b>	
<ul style="list-style-type: none"> <li>❖ Explain purpose for reading</li> </ul>	<i>Reading for information on ...</i>
<ul style="list-style-type: none"> <li>❖ Select appropriate reading materials from a range of text forms</li> </ul>	<i>Messages, notices, instructions, newsletters ...</i>
<ul style="list-style-type: none"> <li>❖ Gather information from an appropriate range of sources</li> </ul>	<i>Books, Internet, videos, CD – Rom, DVD, notice-boards, posters, magazines, newspapers, brochures ...</i>
<ul style="list-style-type: none"> <li>❖ Identify information needs and locate possible sources of information</li> </ul>	<i>Reference material: dictionaries, encyclopaedias .... Library organization...</i>
<b>6.2.3 Demonstrate ability to integrate and adapt their reading strategies when reading difficult or unfamiliar text</b>	
<ul style="list-style-type: none"> <li>❖ Self correct</li> </ul>	
<ul style="list-style-type: none"> <li>❖ Re-read to clarify meaning</li> </ul>	
<ul style="list-style-type: none"> <li>❖ Read on</li> </ul>	<i>The ability to read smoothly, easily and readily</i>
<ul style="list-style-type: none"> <li>❖ Slow down and sub-vocalise when encountering difficult text</li> </ul>	<i>Move lips and mouth and try to pronounce the words silently</i>
<ul style="list-style-type: none"> <li>❖ Substitute familiar words for unknown words</li> </ul>	
<ul style="list-style-type: none"> <li>❖ Use knowledge of context</li> </ul>	
<b>6.2.4 Apply knowledge and use word identification strategies appropriately and automatically when encountering an unknown word</b>	

❖ Use graphophonics	<i>Letter-sound correspondence</i>
❖ Use common letter patterns	<i>E.g. 'ing', 'tion', 'er', 'ive', 'ful', 'ness', 'able', 'ious' ...</i>
❖ Show knowledge of known parts of words	<i>E.g. 'is' and 'land' in 'island'</i>
❖ Use syllabification with word segmentation	<i>E.g. character: char / act / er</i>
❖ Use knowledge of meaning when encountering homophones	<i>E.g. 'where' and 'were'; 'stair' and 'stare' ....</i>
❖ Use knowledge of meaning when encountering homonyms	<i>E.g. 'bridge' (noun), 'bridge' (verb)</i>
<b>6.2.5 Demonstrate ability to select and use prior knowledge suitable for each text</b>	<i>To understand and maintain meaning of text</i>
❖ Use personal experience	
❖ Use topic knowledge	
<b>READING</b>	
<b>6.2.6 Participate in shared reading experiences</b>	<i>Read with teacher and peers, using fiction, non-fiction, poetry, newspapers...</i>
❖ Read for different purposes	<i>Enjoyment, information; books, messages, reports, instructions...</i>
<b>6.2.7 Read confidently, with fluency, expression and clear diction</b>	
❖ Read different genres for an audience	<i>Read fiction, non-fiction, poetry, reports ... in front of a class, in groups ...</i>
❖ Read silently with sustained concentration	
<b>6.2.8 Read and understand unfamiliar text</b>	
<b>6.2.9 Use a wide range of monitoring and adjusting strategies to aid comprehension</b>	
❖ Identify main ideas and key words	
❖ Respond to literal questions	<i>Read the lines</i>
❖ Identify and explain words that enhance meaning in a text	<i>Meaning of significant words; Functions of words: naming words, descriptive words, action words, words that describe actions; words in italics, jargon, technical words ...</i>
❖ Discuss figurative language	<i>Simile, metaphor, personification, onomatopoeia; emphasis on imagery</i>
❖ Skim texts for different purposes	<i>Skimming: read text quickly to gain a general impression of the main idea of a text</i>
❖ Scan texts for different purposes	<i>Scanning: reading material to locate a specific information, detail such as a name, date or place...</i>
❖ Make inferences based on implicit information drawn from a text	<i>Read between the lines</i>
❖ Provide justification for those inferences by returning purposefully to the text	<i>Predict outcomes, events and / or actions that may be confirmed or contradicted</i>
❖ With support demonstrate ability to make evaluative responses	<i>Reading beyond the lines</i>

**VOCABULARY**

**6.2.10 Sustain an increasing bank of words which are recognized automatically when encountered in different contexts**

*Including some subject specific words, jargon, technical terms ...*

**ATTITUDE**

**6.2.11 Discuss and recommend books and share opinions**

**6.2.12 Express preferences for a range of stories and non-fiction**

## 6.3 WRITING

Learning Outcomes	Notes
<b>HANDWRITING PRESENTATION SKILLS</b>	
<b>6.3.1 Develop an individual handwriting style</b>	
❖ Produce legible handwriting	
❖ Demonstrate ability to use cursive handwriting	<i>Depends on school policy on handwriting – ideally use cursive handwriting</i>
<b>6.3.2 Use a range of presentational features</b>	<i>Appropriate to the task, so that finished work is presented clearly, attractively; may use computer printout, computer graphics, artwork.....</i>
<b>WRITING STRATEGIES</b>	
<b>6.3.3 Demonstrate competence and efficiency in the use of various strategies to spell words correctly</b>	<i>Show basic knowledge of the English spelling system and its 'rules'; select and combine strategies to spell words correctly</i>
❖ Use sounding out of phonemes	<i>Phoneme is the smallest unit of sound in a word E.g. mammals:- m/a/m/m/a/l/s</i>
❖ Use onset and rime	<i>Substituting the initial letter(s) which is the onset E.g. count, mount; 'c, m' are the onset; 'ount' is the rime</i>
❖ Use syllabification	<i>E.g. invitation:- in / vi / ta / tion</i>
❖ Identify little words in big words	<i>E.g. massive:- <b>mass</b> / ive</i>
❖ Identify distinctive features about letters in a word	<i>E.g. mountain:- m   <b>ou</b>   nt / <b>ai</b>   n</i>
❖ Use blends	<i>Blends: the sound of two or more letters joined with minimal changes in those sounds E.g. whispering:- 'wh', 'sp'</i>
❖ Use knowledge of letter patterns	<i>E.g. 'ing' 'ful' 'er' 'ly' 'tion' 'ive' 'ness' 'able' ...</i>
❖ Use Look and Say	<i>Remember graphic representation of the word</i>
<b>6.3.4 Demonstrate ability to plan their writing through brainstorming, classifying and organizing information prior to writing</b>	<i>Use the writing steps procedure: Brainstorming, planning, making notes, writing a draft, revising the draft, and then finally editing the paragraph(s)</i>
❖ Draw on classroom resources	<i>Word banks, charts, books ....</i>



❖ Research topic	<i>From various sources: Internet, books, CD – Rom, DVD, Videos .....</i>
<b>6.3.5 Write in a coherent and cohesive manner</b>	<i>Ideas are organized and developed in a logical and sequential manner</i>
❖ Group information in paragraph(s) form	
<b>6.3.6 Demonstrate ability to proof-read and edit own work; with support revise own work</b>	<i>Proof-reading: correct work for spelling and punctuation Editing: check if writing makes sense; if there are missing words; if sentence could be improved by varying sentence beginnings, by using more descriptive words, phrases, expressions .... Revising: checking the development of ideas in through paragraphs and through whole written work</i>
❖ Use dictionary	
<b>WRITING</b>	
<b>6.3.7 Use drawing and writing to complement and support each other</b>	
❖ Draw and write captions, words, phrases or sentences to communicate meaning	
<b>6.3.8 Participate in shared teacher / pupil/s writing</b>	<i>About 150 words according to ability</i>
❖ Write a paragraph or paragraphs on picture (s)	
❖ Write a paragraph or paragraphs about a topic	<i>Describing a place, person, thing, object ...</i>
❖ Write a story using narrative or descriptive writing	<i>Write in chronological order using sequence, time expressions: to-day, yesterday, to-morrow; 'Wh' questions;' what if....? .... Story features: setting, characters, events, climax at the end ... Beginning, middle, ending</i>
❖ Write innovations or make transformations to a known story or poem	<i>Text Innovations:- adopting the language pattern used by an author E.g. There was a dark dark door; behind the door was a dark dark hall. might be substituted for There was a big big square; in the square was a big big house ... Transformations: use different endings; different settings, characters, what if ... ?, ...</i>
<b>6.3.9 Write for an audience and with a purpose</b>	<i>E.g. Write to instruct, describe, narrate, inform, report, invite ...</i>
❖ Write letters	<i>Short letter focus on layout; address, date, salutation, body, and signature</i>
❖ Write instructions	
❖ Write messages	
❖ Explain the different steps of a procedure	<i>E.g. Making a kite</i>
❖ Develop a short dialogue	<i>E.g. a telephone conversation, creating a situation ... using direct speech</i>

❖ Write a brief report on various situations	<i>E.g. Focus on recent event, TV programme, news item, opinion, personal Diary... varying in length</i>
❖ Fill in tables or charts	
❖ Write an advertisement	
<b>6.3.10 Write expanded sentences according to ability</b>	<i>E.g. An English tourist was driving his car. An English tourist was driving his hired car. An English tourist was driving his hired car through the rough country paths. Last summer an English tourist was driving his hired car through the rough country paths when he saw an escaped convict.</i>
❖ Generate sentences from a given model	<i>E.g. She turned pale when she thought about the incident. He turned bright scarlet when ... They turned up when ... It turned over when ...</i>
❖ Generate sentence patterns	<i>E.g. They rushed to catch the bus although it was still early. They ran as fast as they could because... They hurried away but... They scampered up the hill and ...</i>
❖ With support expand with words and expressions to achieve specific effects	<i>Drawn from stories, topics, literature, language activities ... E.g. Different parts of speech: naming words, describing words ....</i>
❖ Take the initiative to write and generate sentences	<i>Create sentences, ideas on topics, stories ...</i>
<b>6.3.11 Create and write own book/s experimenting with different genres</b>	<i>May be picture book, comics, story books, books on specific topics, journal, diary ...</i>
<b>6.3.12 Demonstrate understanding of the functions of sentence structure</b>	<i>Use sentence frames with adjectives and adverbs or adjectival or adverbial phrases to develop an understanding of specific sentence structure e.g. The old beggar slept peacefully on a wooden bench. A wiggly worm munches slowly the green leaves.</i>
❖ Use correct word order	<i>Subject-verb-object sentences ...</i>
❖ Vary sentence beginnings	
❖ Use correct punctuation in context	<i>Sentences as units of print defined by capital letter and a full stop; commas use of speech marks, question marks and exclamation marks to heighten the effect of writing on reader</i>

❖ Use parts of speech in context	<i>Content words: Naming words (including plurals - regular and irregular) describing words, verbs, adverbs Function words: pronouns, preposition, conjunctions (and, but, because, until), Determiners ( a, an, the, some, this, my )</i>
<b>6.3.13 Demonstrate understanding of the function and relation of words in context</b>	<i>Use sentence transformation by changing one word at a time for e.g. a noun must be changed with a noun ....</i>
❖ Show some knowledge of the function of words in a sentence and what most of these words are called	<i>E.g. nouns, (plurals: regular and irregular) verbs, adjectives, adverbs, prepositions, conjunctions; Determiners (a, an, the); possessive adjectives ( my, his ...), Demonstrative adjectives (this that)</i>
<b>6.3.14 Use grammatically correct sentences</b>	
❖ Make good use of verb / tense consistency	
❖ Apply subject / verb agreement	
❖ Apply noun / pronoun agreement	
❖ Make good use of 'because' to show cause and effect	
❖ Use conjunctions	<i>E.g. 'but', 'and', 'until' 'although'</i>
<b>6.3.15 Write answers to questions on picture, topic, story and poem</b>	
❖ Write answers to literal questions on picture, text...	<i>May skim a text for a main idea or scan a text to give specific information to comprehension questions</i>
❖ Give the meaning of words used in the text	<i>Use prior knowledge, context of text ...</i>
❖ Write answers to inferential questions	<i>Giving information which is implied in the text but not directly stated - read between the lines</i>
❖ With support begin to write answers to evaluative questions	<i>Read beyond the lines to answer</i>
<b>VOCABULARY</b>	
<b>6.3.16 Make use of interesting, subject specific and evocative words and expressions to achieve specific effects</b>	
❖ Select appropriate vocabulary to achieve specific effects	
❖ Use figures of speech in context	<i>E.g. Figurative language: alliteration, onomatopoeia and personification <b>Emphasis should not be on the technical terms but on the imagery created by the figures of speech</b></i>

**ATTITUDE**

**6.3.17 Demonstrate enjoyment and motivation to participate in writing activities**

❖ Experiment with words, expressions and sentences

*May use stories, poems/rhymes, sentences to generate own writing*

❖ Create own books

*Picture books, story/poetry books, 'About me books', comics...*