

Year 6 (10-11s)

Strand 1: Oral Language	Strand 2: Visual	Strand 3a : Written	Strand 3b: Written
Listening & Speaking	Viewing & Presenting	Reading	Writing
Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations
Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.	Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They are able to use visual imagery to support a position.	Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.	Learners write about a range of topics and show an understanding of the conventions pertaining to writing, in its different forms. They can analyse the writing of others and identify common or recurring themes or issue. They accept feedback from others.
Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings
<ul style="list-style-type: none"> Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination Listeners identify key ideas in spoken language and synthesize them to create their own understanding People draw on what they already know in order to infer new meaning from what they hear. 	<ul style="list-style-type: none"> The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding. 	<ul style="list-style-type: none"> Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear. Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our mind to multiple perspectives and helps us to understand how people think, feel and act. 	<ul style="list-style-type: none"> People read stories which are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author's intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Through the writing process i.e. planning, drafting, revising and editing we improve our writing over time.

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Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes
<p>Attitudes Children will enjoy using speaking and listening as a tool for purposeful communication Will see the values of effective speaking and listening for community, school and family life.</p>	<p>Attitudes Children will be interested and will enjoy using their own multimodal text. They will explore new technologies when viewing.</p>	<p>Attitudes Children will enjoy reading. They select their own reading material according to interest or purpose. They will Jointly construct, and frequently refer to, meaningful environmental print.</p>	<p>Attitudes Values writing as a social practice. Experiments with different facets of writing, e.g. new forms, devices, vocabulary. Enjoys writing.</p>
<p>Communicates orally to :</p> <ol style="list-style-type: none"> 1. Speak and listen in order to meet the needs of the task. 2. Adjust information or adjust tone of voice in response to a listener's reaction. 3. Select appropriate strategies when listening, e.g. asks questions to elicit additional information. 4. Identifies a range of strategies used to enhance a talk. 5. Independently uses strategies to plan listening e.g. make accurate notes, graphic representations, and summaries. 6. Plans and rehearses speech for informal and some formal purposes, e.g. adjusts speaking to communicate effectively and persuasively. 	<p>Communicates visually to :</p> <ol style="list-style-type: none"> 1. Reflects and evaluates of the effectiveness of strategies used when viewing. 2. Monitors and adjusts viewing processes and strategies. 3. Summarizes and synthesizes information from a variety of multimodal texts. 4. Selects from a variety of publishing formats to suit purpose and audience. <p>Skills & conventions</p> <ul style="list-style-type: none"> • Selects appropriate codes and conventions of the semiotic systems when producing a multimodal text. • Recognizes the ways codes and conventions of film making are used to present characters in a positive/negative light, e.g. sinister music suggests the character is not to be trusted. 	<p>Learning to read:</p> <ul style="list-style-type: none"> • Draws upon an increasing knowledge base to comprehend, e.g. text structure and organization, grammar, vocabulary. • Uses an increasing range of strategies to comprehend, e.g. creating images, determining importance. • Determines unknown words by using word-identification strategies, e.g. reading on, re-reading. • Generates appropriate key words from a text for a specific purpose. • Is aware of and talks about the use of cues and strategies. 	<p>Processes & strategies</p> <ul style="list-style-type: none"> • Selects relevant information from a variety of sources before writing. • uses planning aids to help organize ideas, e.g. flow chart, story map • Attempts to reorder text to clarify meaning, e.g. moves words, phrases, sentences. • Attempts to sue editing and proofreading guide after composing • Refines writing after peer or teacher conference. • Experiments with various ways of publishing information, e.g. using word processers or tape recorders, making charts <p>Skills &conventions</p> <ul style="list-style-type: none"> • uses a wide range of appropriate conjunctions Therefore, while, • Uses appropriate subject-verb agreements. • uses appropriate noun-pronoun agreements

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<p><u>Oral conventions</u></p> <ol style="list-style-type: none"> 1. Selects vocabulary to enhance meaning and effect. 2. Can express and justify own opinion succinctly; can rephrase others' contributions to group discussions. 3. Can style-shift when conversing with unfamiliar people, listens for general or specific information according to purpose. 4. Offers alternate viewpoints sensitively. 5. When listening, begins to explore and recognize structures and conventions that enable speakers to influence an audience e.g. statements of attitude, opinion, through tone and expression. 6. Understand and use a variety of literary devices such as metaphor, simile, and personification 7. Participate in complex discussions, conversations, meetings, debates and group presentation. 8. Argue persuasively and practice debating skills, 	<ul style="list-style-type: none"> • Identifies how codes and conventions are manipulated by producers to appeal to particular audiences. • Recognizes that texts can be constructed to achieve more than one purpose. E.g. to report, to present a point of view and to provide a market for more readers and viewers. • Use a range of technologies to create media works of many types(e.g. cartoons, designs, film animation, web pages, diagrams) • Analyse the different meanings 	<p><u>Learning about reading :</u></p> <ul style="list-style-type: none"> • Recognizes an increasing bank of words in different contexts, e.g. subject-specific words, less common words. • Explain and shows that known text forms vary by using knowledge of – purpose, e.g. to persuade. • Text structure, e.g. problem and solutions. • Language features, e.g. conjunctions. • Identifies how words and phrases are used to signal relationships, e.g. the phrase 'on the other hand' signals that a different point of view is to follow. • Recognizes that the same letter combinations can represent different sounds, e.g. rough, cough, dough, plough. • Recognizes less common sound-symbol correspondences, e.g. ocean, suspicion. 	<ul style="list-style-type: none"> • Writes in both first and third person. • Usually maintains appropriate tense for the text form, e.g. timeless present tense, past tense. • Attempts to use passive tense, e.g. the environment was damaged by pollution • Writes dialogue with the right punctuation marks • Experiments with the use of less common punctuation marks, e.g. colons, dashes, semicolons. • Is aware of the importance of standard spelling for published work.
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<p>presenting a point of view that is not necessarily their own.</p> <p>9. Infer meanings, draw conclusions and make judgements.</p> <p>10. Prepare and deliver an individual presentation for a variety of purposes(to entertain, to inform, to persuade, to direct)</p> <p>11. Use a wide vocabulary and complex sentence structures with a high level of accuracy.</p>			
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Major teaching emphasis	Major teaching emphasis	Major teaching emphasis	Major teaching emphasis
<p><u>Environment & Attitudes</u></p> <ol style="list-style-type: none"> 1. Provide opportunities for relevant, challenging and purposeful communication. 2. Create a supportive environment which values the diversity of students' speaking and listening development (in their home languages). 3. Encourage students to see the value of effective speaking and listening for community, school and family life. <p><u>Processes & strategies</u></p> <ul style="list-style-type: none"> • Teach students to plan and monitor their use of thinking strategies when speaking and listening, e.g. determine importance, compare information • Provide opportunities for students to engage in sustained conversations and discussions. • Provide opportunities for students to choose appropriate processes and strategies, e.g. analyse the requirements of the task. 	<p><u>Environment & Attitudes</u></p> <ol style="list-style-type: none"> 1. Create a supportive classroom environment that provides access to a range of multimodal texts. 2. Encourage students to select their own multimodal text materials according to interest or purpose. 3. Foster students' enjoyment of purposeful viewing. 4. Encourage students to explore new technologies when viewing. <p><u>Processes & strategies</u></p> <ul style="list-style-type: none"> • Continue to teach students to select, evaluate and modify viewing strategies according to the purpose of the viewing. • Encourage students to add to their knowledge of the semiotic systems as necessary when producing multimodal text. • Encourage students to be selective in their choice of planning and producing formats. • Continue to teach students the metalanguage associated with viewing. • Teach students that all texts can be read on multiple levels, e.g. action films messages about gender and heroism. 	<p><u>Environment & Attitudes</u></p> <ol style="list-style-type: none"> 1. Create a supportive classroom environment that nurtures a community of readers. 2. foster students' enjoyment of reading 3. Encourage students to select their own reading material according to interest or purpose. <p><u>Processes and strategies</u></p> <ul style="list-style-type: none"> • Continue to build students' knowledge within the cues, e.g. orthographic, word knowledge • Consolidate known comprehension strategies and teach additional strategies e.g. synthesizing, paraphrasing. • Consolidate word-identification strategies. • Continue to teach students how to locate, select and evaluate texts, e.g. conducting internet searches, recognizing bias. • Model self-reflection of strategies used in reading, and encourage students to do the same. 	<p><u>Environment & Attitudes</u></p> <ol style="list-style-type: none"> 1. Create a supportive classroom environment that nurtures a community of writing. 2. Foster students' enjoyment of writing. 3. Encourage students to experiment with different facets of writing, e.g. new forms, devices, vocabulary 4. Encourage students to value writing as a social practice. <p><u>Processes and strategies</u></p> <ul style="list-style-type: none"> • Continue to build students' semantic, graphophonic and syntactic knowledge, e.g. grammatical knowledge, cultural knowledge • Continue to teach strategies used throughout the writing process, e.g. determining importance and synthesizing. • Continue to teach spelling strategies, e.g. using analogy • Teach students to plan for writing in a variety of ways, e.g. graphic organizers, storyboards • Teach students how to use proofreading and editing and revising to refine their writing

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<ul style="list-style-type: none">• Teach students to select tools for listening, e.g. use graphic organizers to synthesise information from several texts.• Teach students to anticipate and address possible points of miscommunication.	<ul style="list-style-type: none">• Continue to provide opportunities for students to discuss the choices they have made when crafting texts, e.g. use of devices, representations, manipulation of elements.		<ul style="list-style-type: none">• Encourage students to select and use publishing formats that best suit purpose and audience e.g. web page, slide show, and poster.• Teach students how to find, record and organize information from texts, e.g. using graphic organizers.• Model how to reflect on the writing process and products, and encourage students to do the same.
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