

Year 6 at a glance

Oracy

- **6.1 Understand the main points and simple opinions in a spoken story, song or passage**
 - listen attentively, re-tell and discuss the main ideas
 - agree or disagree with statements made about a spoken passage.
- **6.2 Perform to an audience**
 - recite a short piece of narrative either from memory or by reading aloud from text
 - develop a sketch, role-play or presentation and perform to the class or an assembly.
- **6.3 Understand longer and more complex phrases or sentences**
 - re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences
 - understand and express reasons
 - understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.
- **6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories**
 - participate in simple conversations on familiar topics
 - describe incidents or tell stories from their own experience, in an audible voice.

Literacy

- L **6.1 Read and understand the main points and some detail from a short written passage**
 - read and respond to eg an extract from a story, an e-mail message or song
 - give true or false responses to statements about a written passage
 - read descriptions of people in the school or class and identify who they are.
- L **6.2 Identify different text types and read short, authentic texts for enjoyment or information**
 - read for enjoyment an e-mail message, short story or simple text from the Internet
 - read and understand the gist of a familiar news story or simple magazine article.
- L **6.3 Match sound to sentences and paragraphs**
 - use punctuation to make a sentence make sense
 - listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards.
- L **6.4 Write sentences on a range of topics using a model**
 - apply most words correctly
 - construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.

Knowledge about language

- Recognise patterns in the foreign language.
- Notice and match agreements.
- Use knowledge of words, text and structure to build simple spoken and written passages.
- Use knowledge of word order and sentence construction to support the understanding of the written text.
- Use knowledge of word and text conventions to build sentences and short texts.
- Devise questions for authentic use.

Intercultural understanding

- IU **6.1 Compare attitudes towards aspects of everyday life**
 - recognise similarities and differences in attitudes amongst children in different cultures
 - learn about role models for children in different cultures.
- IU **6.2 Recognise and understand some of the differences between people**
 - discuss similarities and differences between the cultures they have learned about
 - recognise and challenge stereotypes.
- IU **6.3 Present information about an aspect of culture**
 - perform songs, plays, dances
 - use ICT to present information.

Language and learning strategies

- Discuss language learning and reflect and share ideas and experiences.
- Plan and prepare – analyse what needs to be done in order to carry out a task.
- Use language known in one context or topic in another context or topic.
- Ask for repetition and clarification.
- Use context and previous knowledge to help understanding and reading skills.
- Practise new language with a friend and outside the classroom.
- Listen for clues to meaning e.g. tone of voice, key words.
- Make predictions based on existing knowledge.
- Apply a range of linguistic knowledge to create simple, written production.
- Evaluate work.
- Compare and reflect on techniques for memorising language.
- Use a dictionary.