



The Core Knowledge Sequence UK

English Language and Literature: Year 6

I. WRITING, GRAMMAR, AND USAGE

Teachers: Children should be given many opportunities for writing with teacher guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. The teacher must continue to develop imaginative writing but place a stronger emphasis than in previous years on expository writing including, for example, summaries, book reports, essays that explain a process and descriptive essays. In Year 6, it is appropriate to place a greater emphasis on revision, with the expectation that pupils will revise and edit to produce (in some cases) a finished product that is thoughtful; well-organised; and reasonably correct in grammar, mechanics and spelling. In Year 6, pupils should be reasonably competent spellers and in the habit of using a dictionary to check and correct words that present difficulty. They should regularly practise vocabulary enrichment.

A. WRITING AND RESEARCH

- Produce a variety of types of writing—including reports, summaries, letters, descriptions, informative and persuasive writing, stories, poems—with a coherent structure or story line.
- Know how to gather information from different sources (such as an encyclopaedia, magazines, interviews, observations, atlas, and the Internet) and write short reports synthesising information from at least three different sources, presenting the information in his or her own words.
 - Understand the purpose and audience of the writing.
 - Define a main idea and stick to it.
 - Provide an introduction and a conclusion.
 - Organise material in coherent paragraphs.
 - Illustrate points with relevant examples.
 - Document sources in a rudimentary bibliography.

B. GRAMMAR AND USAGE

- Understand the components of a complete sentence.
- Identify the subject and verb in a sentence and understand that they must agree.
- Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, prepositions and interjections.
- Understand that pronouns must agree with their antecedents in case (nominative, objective and possessive), number and gender.
- Correctly use punctuation studied in earlier years, as well as the colon before a list.
- Categories of nouns
- Verbs and objects
- Interjections
- Personal pronouns
 - Agreement in case
 - Possessive case
 - Agreement in gender
 - Agreement in number
- Punctuation: commas and brackets
- Prefixes and suffixes

C. VOCABULARY

- Know what prefixes and suffixes are and how they affect word meaning (see below).
- Prefixes:
 - *anti* (as in 'anti-social', 'anti-bacterial')
 - *co* (as in 'co-education', 'co-worker')
 - *fore* (as in 'forefather', 'foresee')
 - *il, ir* (as in 'illegal', 'irregular')
 - *inter* (as in 'interact', 'interchange')
 - *mid* (as in 'midnight', 'midway')
 - *post* (as in 'postpone', 'postwar')
 - *semi* (as in 'semicircle', 'semi-precious')
- Suffixes
 - *ist* (as in 'artist', 'pianist')
 - *ish* (as in 'stylish', 'foolish')
 - *ness* (as in 'forgiveness', 'happiness')
 - *tion, sion* (as in 'relation', 'extension')

II. POETRY

Teachers: The poems listed here constitute a selected core of poetry for this year group. Expose children to more poetry, old and new, and have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this age, poetry should be primarily a source of delight. This is also an appropriate age at which to begin looking at poems in more detail, asking questions about the poet's use of language, noting the use of devices such as simile, metaphor, alliteration, etc.

A. POEMS

- Become familiar with the following works:
 - A Ballad of London (Richard Le Gallienne)
 - The Eagle (Alfred Lord Tennyson)
 - If (Rudyard Kipling)
 - Into My Heart an Air that Kills (A. E. Housman)
 - Jabberwocky (Lewis Carroll)
 - The Listeners (Walter de la Mare)
 - Little Red Riding Hood and the Wolf (Roald Dahl)
 - Macavity - The Mystery Cat (T. S. Eliot)
 - Some Opposites (Richard Wilbur)
 - The Tiger (William Blake)

B. LITERARY TERMS

- Become familiar with the following literary terms:
 - Onomatopoeia
 - Alliteration
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III. FICTION AND DRAMA

Teachers: In Year 6, pupils should be fluent, competent readers of appropriate materials. Regular independent silent reading should continue. Pupils should read outside of school for at least 30 minutes daily. The titles below constitute a selected core of stories for Year 6. Expose children to many more stories, and encourage children to write their own stories. Children should also be exposed to non-fiction prose: biographies, books about science and history, books on art and music, etc. Some of the works below, such as *Kidnapped* and *A Midsummer Night's Dream* are available in editions adapted for younger readers. There are also some versions that are graphic novels.

A. STORIES

- Become familiar with the following works:
 - *Don Quixote* (Miguel de Cervantes)
 - *The Secret Garden* (Frances Hodgson Burnett)
 - *Oliver Twist* (Charles Dickens)
 - *The Death of Arthur* (Sir Thomas Malory)

B. DRAMA

- Become familiar with the following works:
 - *A Midsummer Night's Dream* (William Shakespeare)
 - *The Tempest* (William Shakespeare)
- Become familiar with the following literary terms:
 - Tragedy and comedy
 - Shakespeare's language

C. MYTHS AND LEGENDS

- Become familiar with the following:
 - The Samurai's Daughter (Japanese)

D. LITERARY TERMS

- Become familiar with the literary term:
 - Pseudonym (pen name)
- Become familiar with the following literal and figurative language terms:
 - Imagery
 - Metaphor and simile
 - Symbol
 - Personification

V. SAYINGS AND PHRASES

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these saying by hearing them at home and among friends. However, this section of sayings has been one of the categories most appreciated by teachers who work with children from home cultures that differ from British culture.

- Become familiar with the following sayings and phrases:
 - Birthday suit
 - Bite the hand that feeds you
 - Chip on your shoulder
 - Count your blessings
 - Eleventh hour
 - Eureka!
 - Every cloud has a silver lining
 - Few and far between
 - Forty winks
 - The grass is always greener
 - To kill two birds with one stone
 - Lock, stock and barrel
 - Make a mountain out of a molehill
 - A miss is as good as a mile
 - It's never too late to mend
 - Out of the frying pan and into the fire
 - A penny saved is a penny earned
 - Read between the lines
 - Sit on the fence

- Steal his/her thunder
- Take the bull by the horns
- 'Till the cows come home
- Time heals all wounds
- Tom, Dick and Harry
- Vice versa
- A watched pot never boils
- Well begun is half done
- What will be will be