

Grimsargh St Michael's C of E Primary School

Long Term Planning: English Year 6

English Area of Study:	Heroes and Heroines	
	Autumn 1 Extended Narrative/Magazine Article	Autumn 2 Crime Fiction/Explanation Texts/Poems with Imagery
Reading	<ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction and poetry ▪ Regularly listen to novels read aloud by the class teacher ▪ Make comparisons within and across texts ▪ Explore the meaning vocabulary within the context of the text ▪ Demonstrate active reading strategies ▪ Infer characters' thoughts, feelings and motives using evidence ▪ Make predictions using evidence ▪ Justify opinions by referring to the text ▪ Scan for key words ▪ Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument. ▪ Retrieve, record, make notes and present information from nonfiction, including texts used in other subjects. ▪ Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. ▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. ▪ Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. ▪ Scan for key words and text mark to locate key information. ▪ Scan for key information ▪ Skim for gist. 	<ul style="list-style-type: none"> ▪ Listen to, read and discuss an increasingly wide range of fiction. ▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. ▪ Analyse the conventions of different types of writing, e.g. detective fiction: red herring, motive, alibi, alias, the reveal. ▪ Reflect and respond to personal reading. ▪ Explore texts in groups and deepen comprehension through discussion. ▪ Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. ▪ Infer characters feelings, thoughts and motives from their actions, justify inferences with evidence e.g. Point + Evidence + Explanation. ▪ Predict what might happen from information stated and implied. ▪ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point +Evidence +Explanation. ▪ Recognise themes within and across texts e.g. hope, peace, fortune, survival. ▪ Analysing the conventions of different types of writing. ▪ Identifying how language, structure and presentation contribute to meaning. ▪ Explain the meaning of new vocabulary within the context of the text. ▪ Scan for key information. ▪ Skim for gist. ▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Learn a wider range of poems by heart. ▪ Prepare poems to read aloud and perform using dramatic effects. ▪ Listen to, read and discuss an increasingly wide range of poetry. ▪ Recommend poems to their peers with detailed reasons for their opinions. ▪ Explore poems in groups and deepen comprehension through discussion. ▪ Explain the meaning of new vocabulary within the context of the text.

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		<ul style="list-style-type: none"> ▪ Explore, recognise and use the terms personification, analogy, style and effect. ▪ Explain the effect on the reader of the poets' choice of language and reasons why the poet may have selected these. ▪ Participate in discussions about books building on their own and others' ideas and challenging views courteously.
<p>Writing</p>	<ul style="list-style-type: none"> ▪ Manipulate sentences for effect (similes and metaphors) ▪ Use devices to create cohesion between paragraphs (e.g adverbials) ▪ Select appropriate structures, vocabulary and grammar ▪ Use different sentence structures with increasing control ▪ Proof-read for spelling and punctuation errors ▪ Develop ideas through planning approaches ▪ Use similar writing models ▪ Draw on similar writing models, reading and research ▪ Identify the audience and purpose. ▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables. ▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. 	<ul style="list-style-type: none"> ▪ Manipulate sentences to create particular effects. ▪ Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then. ▪ Select the appropriate structure, vocabulary and grammar. ▪ Draw on similar writing models, reading and research. ▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. ▪ Manipulate sentences to create particular effects. ▪ Select the appropriate structure, vocabulary and grammar. ▪ Use a wide range of devices to build cohesion within and across paragraphs. ▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ▪ Proofread for grammatical, spelling and punctuation errors.

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<p>Punctuation and Grammar</p>	<ul style="list-style-type: none"> ▪ Explore and collect antonyms and synonyms ▪ Blend action, dialogue and description within sentences and paragraphs ▪ Create and punctuate complex sentences using -ed and -ing opening clauses ▪ Explore and punctuate adverbial phrases for cohesion ▪ Explore expanded noun phrases ▪ Use brackets, dashes and commas for parenthesis. ▪ Recognise the subject and object of a sentence ▪ Create complex sentences by using relative clauses with relative pronouns ▪ Create and punctuate complete sentences ▪ Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved ▪ Use devices to build cohesion between paragraphs. ▪ construct, write and punctuate a complex sentence with a relative clause using the pronoun which and/or whose. ▪ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence ▪ Punctuate bullet points. ▪ Identify and use colons to introduce a list. 	<ul style="list-style-type: none"> ▪ Identify the subject and object of a sentence. ▪ Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken. ▪ Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then. ▪ Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!" ▪ Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. ▪ Create complex sentences by using relative clauses where the relative pronoun has been omitted. ▪ Identify and use colons to introduce a list. ▪ Use active and passive voice to achieve intended effects e.g. formal reports and explanations ▪ Use devices to build cohesion between paragraphs in explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.
<p>Spelling</p>	<ul style="list-style-type: none"> ▪ Investigate and use further suffixes ▪ Explore homophones and other words that are often confused ▪ Words containing the letter string -ough ▪ Spell selected words from the Year 6 list ▪ Use a number of different strategies interactively in order to spell correctly. 	<ul style="list-style-type: none"> ▪ Continue to investigate and use further suffixes ▪ Continue to explore further homophones and other words that are often confused ▪ Identify root words, derivations and spelling patterns as a support for spelling. ▪ Spell selected words from the Year 6 list

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English Area of Study:	Around the World	
	Spring 1 Narrative based on a Novel/Poetry on a Theme/Biographies	Spring 2 Discussion and Debate/Classic Fiction/Poetry: Songs and Lyrics
Reading	<ul style="list-style-type: none"> ▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Read books at an age appropriate interest level. ▪ Record on-going reflections and responses to reading. ▪ Predict what might happen from information stated and implied. ▪ Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these words, phrases and techniques. ▪ Recognise themes within and across texts e.g. hope, peace, fortune, survival. ▪ Express preferences about a wider range of books including modern fiction and fiction from our literary heritage. ▪ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point: Evidence: Explanation. ▪ Listen to, read and discuss an increasingly wide range of poetry. ▪ Explain the meaning of new vocabulary within the context of the text. ▪ Explore, recognise and use the terms personification, analogy, style and effect. ▪ Explore texts in groups and deepen comprehension through discussion. ▪ Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these words, phrases and techniques. ▪ Prepare poems to read aloud and perform using dramatic effects. ▪ Recognise themes within and across texts. ▪ Make comparisons within and across texts. ▪ Analyse the conventions of different types of writing. ▪ Through close reading, re-read and read ahead to locate clues to support understanding and justifying with evidence from the text. ▪ Scan for key information e.g. looking for words associated with 'childhood'. ▪ Skim for gist. 	<ul style="list-style-type: none"> ▪ Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial. ▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. ▪ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. ▪ Analyse the conventions of different types of writing e.g. persuasive language. ▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. ▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information. ▪ Respond to questions generated by a presentation. ▪ Participate in debates on issues related to reading (non-fiction). ▪ Listen to, read and discuss an increasingly wide range of fiction. ▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Explain the meaning of new vocabulary within the context of the text. ▪ Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. ▪ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt- Point + Evidence + Explanation. ▪ Make comparisons within and across texts. ▪ Recognise themes within and across texts e.g. hope, peace, fortune, survival. ▪ Compare texts written in different periods. ▪ Analyse the conventions of different types of writing e.g. use of dialogue to indicate historical settings for a story. ▪ Express preferences about a wider range of books including fiction from our literary heritage

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	<ul style="list-style-type: none"> ▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these words, phrases and techniques. ▪ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information. ▪ Respond to questions generated by a presentation. 	<ul style="list-style-type: none"> ▪ Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin. ▪ Explore, recognise and use the terms personification, analogy, style and effect. ▪ Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. ▪ Listen to, read and discuss an increasingly wide range of poetry. ▪ Explore texts in groups and deepening comprehension through discussion. ▪ Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. ▪ Recognise themes within and across texts e.g. friendship, loneliness, happiness, hope. ▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. ▪ Learn a wider range of poems by heart. ▪ Prepare poems to read aloud and perform using dramatic effects.
<p>Writing</p>	<ul style="list-style-type: none"> ▪ Use active and passive voice to achieve intended effects. ▪ Draw on similar writing models, reading and research. ▪ Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!". ▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ▪ Proofread for grammatical, spelling and punctuation errors. ▪ Draw on similar writing models, reading and research. ▪ Select the appropriate structure, vocabulary and grammar. ▪ Select the appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ▪ Use appropriate and effective intonation and volume. 	<ul style="list-style-type: none"> ▪ Use a wide range of devices to build cohesion within and across paragraphs. ▪ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). ▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. ▪ Use active and passive voice to achieve intended effects. Performing ▪ Use appropriate and effective intonation and volume. ▪ Add gesture and movement to enhance meaning. ▪ Encourage and take account of audience engagement. ▪ Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. ▪ Explore, collect and use vocabulary typical of formal and informal speech. ▪ Use a range of planning approaches.

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- Add gesture and movement to enhance meaning.
- Encourage and take account of audience engagement.

- Manipulate sentences to create particular effects.
- Draw on similar writing models, reading and research.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- Proofread for grammatical, spelling and punctuation errors.
- Use appropriate and effective intonation and volume.
- Encourage and take account of audience engagement.

- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Select appropriate register for formal and informal purposes, e.g. dialogue within narrative (formal or informal)
- Use devices to build cohesion within and across paragraphs.
- Blend action, dialogue and description within paragraphs to convey character and advance the action.
- Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Proofread for grammatical, spelling and punctuation errors.

- Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request.
- Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one-word sentence.
- Identify audience and purpose.
- Choose appropriate text-form and type for all writing.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, subheadings, columns, bullet points, tables.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.

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<p>Punctuation and Grammar</p>	<ul style="list-style-type: none"> ▪ Identify the subject and object of a sentence. ▪ Explore and investigate active and passive e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken. ▪ Use devices to build cohesion between paragraphs in recount e.g. in the meantime, meanwhile, in due course, until then. ▪ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i> ▪ Punctuate bullet points. ▪ Identify and use colons to introduce a list. ▪ Explore how hyphens can be used to avoid ambiguity e.g. man-eating shark versus man eating shark. ▪ Explore, collect and use question tags typical of informal speech and writing e.g. "He's your friend, isn't he?" ▪ Create and punctuate complex sentences. 	<ul style="list-style-type: none"> ▪ Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. ▪ Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then. ▪ Identify and use semi-colons within lists. ▪ Distinguish between vocabulary typical of formal and informal speech. ▪ Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest. ▪ Create and punctuate complex sentences.
<p>Spelling</p>	<ul style="list-style-type: none"> ▪ Explore the <i>sh</i> sound spelt <i>ti</i> or <i>ci</i> ▪ Explore trickier homophones and other words that are often confused ▪ Explore the <i>sh</i> sound with <i>si</i> or <i>ssi</i> ▪ Spell some words with silent letters ▪ Spell selected words from the Year 6 list ▪ Use a number of different strategies interactively in order to spell correctly. 	<ul style="list-style-type: none"> ▪ The spellings <i>ei</i> and <i>ie</i> ▪ Use of hyphens ▪ Words ending in <i>-ible</i> and <i>-able</i> ▪ Common mistakes (apostrophes) ▪ Spell selected words from the Year 6 list

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English Area of Study:	Growth Mindset	
	Summer 1 Stories with flashbacks and viewpoints/information leaflets	Summer 2 Older Literature/Autobiographies
Reading	<ul style="list-style-type: none"> ▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness; dis+repute+able; dis+respect+ful; re+engage+ment. ▪ Explore texts in groups and deepen comprehension through discussion. ▪ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. ▪ Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. ▪ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom. ▪ Explore, recognise and use the terms personification, analogy, style and effect. ▪ Explore the meaning of new vocabulary within the context of the text. ▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Explore texts in groups and deepen comprehension through discussion. ▪ Distinguish between statements of fact or opinion across a range of texts. ▪ Make comparisons within and across texts. ▪ Analyse the conventions of different types of writing. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information. 	<ul style="list-style-type: none"> ▪ Explain the meaning of new vocabulary within the context of the text. ▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. ▪ Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group ▪ Explore texts in groups and deepen comprehension through discussion ▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. ▪ Prepare poems and play scripts to read aloud and perform using dramatic effect ▪ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. ▪ Make comparisons within and across texts ▪ Compare characters within and across texts. ▪ Compare texts written in different periods. ▪ Recognise themes within and across texts e.g. hope, peace, fortune, survival. ▪ Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. ▪ Identify how language, structure and presentation contribute to meaning. ▪ Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. ▪ Through close reading, re-read and read ahead to locate clues to support understanding and justifying with evidence from the text. ▪ Skim for gist. ▪ Scan for key information. ▪ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. ▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.

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		<ul style="list-style-type: none"> ▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. ▪ Analyse the conventions of different types of writing.
<p>Writing</p>	<ul style="list-style-type: none"> ▪ Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning. ▪ Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts. ▪ Use a wide range of devices to build cohesion within and across paragraphs. ▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ▪ Proofread for grammatical, spelling and punctuation errors. ▪ Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences. ▪ Explore, collect and use vocabulary typical of formal and informal speech and writing. ▪ Identify audience and purpose. ▪ Draw on similar writing models, reading and research. ▪ Select appropriate vocabulary and language effects for task, audience and purpose. ▪ Use appropriate and effective intonation and volume. ▪ Add gesture and movement to enhance meaning. ▪ Encourage and take account of audience engagement. 	<ul style="list-style-type: none"> ▪ Manipulate sentences to create particular effects. ▪ Draw on similar writing models, reading and research. ▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs. ▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. ▪ Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing. ▪ Use devices to build cohesion between paragraphs e.g. adverbials ▪ Manipulate sentences to create particular effects. ▪ Draw on similar writing models, reading and research. ▪ Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences. ▪ Select the appropriate structure, vocabulary and grammar. ▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Select appropriate register for formal and informal purposes. ▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.

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Punctuation and Grammar	<ul style="list-style-type: none"> ▪ Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. ▪ Identify the subject and object of a sentence. ▪ Use ellipses to link ideas between paragraphs. ▪ Punctuate bullet points consistently. ▪ Create and punctuate complete sentences. ▪ Identify and use colons to introduce a list. 	<ul style="list-style-type: none"> ▪ Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved ▪ Punctuate bullet points consistently. ▪ Identify and use colons to introduce a list. ▪ Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest. ▪ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause. ▪ Identify and use semi-colons within lists.
Spelling	<ul style="list-style-type: none"> ▪ Rules for plural nouns ▪ Continue to explore trickier homophones ▪ Spell selected words from the Year 6 list ▪ Use a number of different strategies interactively in order to spell correctly. 	<ul style="list-style-type: none"> ▪ Be secure with all spelling rules previously taught. ▪ Spell selected words from the Year 6 list