

# 6



Macmillan English 6

Cambridge Primary English Curriculum Framework

Course Transcript



Stage 6	Macmillan English 6
<b>Phonics, spelling and vocabulary</b>	
Learn word endings with different spellings but the same pronunciation, e.g. <i>-tion, -cian, -sion, -ssion; -ance, -ence.</i>	U5
Confirm correct choices when representing consonants, e.g. 'ck/'k/'ke/'que/'ch'; 'ch/'tch'; 'j/'dj/'dje'.	U8, 10
Continue to learn words, apply patterns and improve accuracy in spelling.	all units
Further investigate spelling rules and exceptions, including representing unstressed vowels.	assumed
Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. <i>im, in, ir, il; ad, ap, af, al</i> and knowing when to use double consonants.	U1, 9
Know how to transform meaning with prefixes and suffixes.	U3-7, U9, 11-17
Investigate meanings and spellings of connectives.	assumed
Explore definitions and shades of meaning and use new words in context.	assumed
Explore word origins and derivations and the use of words from other languages.	assumed
Understand changes over time in words and expressions and their use.	all units
Explore proverbs, sayings and figurative expressions.	assumed
<b>Grammar and punctuation</b>	
Reading	
Identify uses of the colon, semi-colon, parenthetic commas, dashes and brackets.	assumed
Revise different word classes.	assumed
Investigate the use of conditionals, e.g. to express possibility.	U3, 9, 12
Begin to show awareness of the impact of writers' choices of sentence length and structure.	U8
Revise language conventions and grammatical features of different types of text.	all units
Explore use of active and passive verbs within a sentence.	U6
Understand the conventions of standard English usage in different forms of writing.	all units
Distinguish the main clause and other clauses in a complex sentence.	U8

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<b>Writing</b>	
Punctuate speech and use apostrophes accurately.	assumed
Use a wider range of connectives to clarify relationships between ideas, e.g. <i>however, therefore, although</i> .	level 5, New Working with Words CD-ROM level 6
Use connectives to structure an argument or discussion.	assumed
Develop grammatical control of complex sentences, manipulating them for effect.	New Working with Words CD-ROM
Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.	assumed
<b>Reading</b>	
<p>The following genres and text types are recommended at Stage 6:</p> <p>Fiction: various genres including science fiction, extended narratives, stories with flashbacks, poetry and plays including imagery.</p> <p>Non-fiction: instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, formal and impersonal writing.</p>	<p>stories: U1, 5, 12, 14, 16                      poetry: U9, 18 plays: U7, 10                      info: U2, 11, 15                      biography: U13 diaries: U3                      letters: U6                      journalistic writing: U8                      discussion: U4, 17</p>
Fiction and poetry	
Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.	assumed
Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.	U1, 5, 12, 14, 16
Look for implicit meanings, and make plausible inferences based on more than one point in the text.	assumed
Understand aspects of narrative structure, e.g. the handling of time.	U1, 5, 10
Analyse the success of writing in evoking particular moods, e.g. suspense.	U1, 5, 12, 14, 16

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<b>Reading (continued)</b>	
Paraphrase explicit meanings based on information at more than one point in the text.	
Comment on writer's use of language, demonstrating awareness of its impact on the reader.	U1, 5, 12, 14, 16
Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.	assumed
Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.	U1, 5, 12, 14, 16
Discuss and express preferences in terms of language, style and themes.	assumed
Articulate personal responses to reading, with close reference to the text.	all units
Explore how poets manipulate and play with words and their sounds.	U9, 18
Read and interpret poems in which meanings are implied or multilayered.	U9, 18
<b>Non-fiction</b>	
Analyse how paragraphs and chapters are structured and linked.	U11
Recognise key characteristics of a range of non-fiction text types.	U2, 3, 4, 6, 8, 11, 13, 17
Explore autobiography and biography, and first and third person narration.	U13
Identify features of balanced written arguments.	U4
Compare the language, style and impact of a range of non-fiction writing.	U2, 3, 4, 6, 8, 11, 13, 17
Distinguish between fact and opinion in a range of texts and other media.	most units
<b>Fiction</b>	
Plan plot, characters and structure effectively in writing an extended story.	U1, 5, 12, 14, 16
Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning.	U1, 5, 12, 14, 16
Establish and maintain a clear viewpoint, with some elaboration of personal voice.	U1, 5, 12, 14, 16
Use different genres as models for writing.	assumed
Use paragraphs, sequencing and linking them appropriately to support overall development of the text.	U11
Use a range of devices to support cohesion within paragraphs.	assumed

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<b>Reading (continued)</b>	
Develop some imaginative detail through careful use of vocabulary and style.	assumed
Non-fiction	
Use the styles and conventions of journalism to write reports on events.	U2, 4, 11, 15, 17
Adapt the conventions of the text type for a particular purpose.	assumed
Select appropriate non-fiction style and form to suit specific purposes.	U2, 3, 4, 6, 8, 11, 13, 17
Write non-chronological reports linked to work in other subjects.	U2, 17
Develop skills of writing biography and autobiography in role.	U3, 13
Argue a case in writing, developing points logically and convincingly.	U17
Write a balanced report of a controversial issue.	U4
Summarise a passage, chapter or text in a given number of words.	not covered
Presentation	
Use ICT effectively to prepare and present writing for publication.	assumed
<b>Speaking and listening</b>	
Express and explain ideas clearly, making meaning explicit.	assumed
Use spoken language well to persuade, instruct or make a case, e.g. in a debate.	U4, 8
Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.	assumed
Structure talk to aid a listener's understanding and engagement.	assumed
Speak confidently in formal and informal contexts.	assumed
Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.	assumed
Help to move group discussion forward, e.g. by clarifying, summarising.	assumed
Prepare, practise and improve a spoken presentation or performance.	assumed

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**Speaking and listening (continued)**

Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.

assumed