

# English Learning Outcomes Supporting Document for Year 6

---



# Agenda

---

- Year 6 learning outcomes
- Text types and task types
- Supporting material
- Teaching and Learning Theories
- Key components of a scheme of work
- Assessment

# SUPPORTING DOCUMENT

Learning Outcomes Framework

September 2023

ENGLISH  
YEAR 6

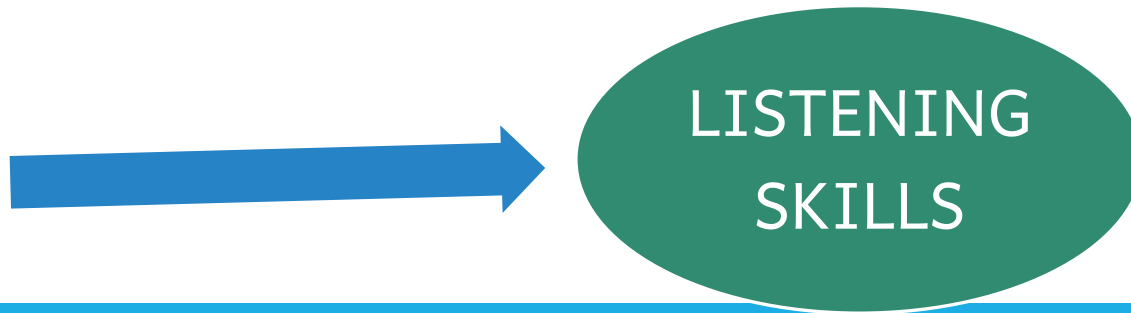
# Listening and Viewing

<p>LV 6.1</p> <p>I can listen attentively to text read aloud and demonstrate understanding by making inferences as well as justifying and explaining statements.</p>	<p>LV 6.2</p> <p>I can understand audio/audio-visual text across a range of genres, identifying main ideas, specific information and key words.</p>
<p>LV 6.10</p> <p>I can listen to others and understand their point of view and ask for clarification when I don't understand.</p>	<p>LV 6.13</p> <p>I can listen carefully, follow a series of instructions, and participate in discussions.</p>

# Listening and Viewing

Learning Outcome		Level Indicators		
LV 6.1	I can listen attentively to text read aloud (audio/audio-visual) and demonstrate <b>understanding</b> by making <b>inferences</b> as well as <b>justifying</b> and <b>explaining</b> statements.	1	With support, I can take down notes and answer a variety of question types, e.g. fill in the blank, multiple choice, oral questions, matching, short answers, etc.	COMPREHENSION
		2	I can use note taking strategies independently, answer a variety of question types and ask key questions to help me monitor my own comprehension.	
		3	I can listen to a variety of audio/audio visual texts for pleasure and information and show understanding by answering a variety of question types, reporting back and summarising what was heard.	
		1	With support, I can make straightforward inferences and anticipate or predict events and/or ideas by relying on explicit clues in the audio/audio-visual.	INFERENCE
		2	I can infer meanings of unfamiliar words, use context clues to answer inferential questions and interpret the intended meaning behind the conversation, speech, etc.	
		3	I can draw conclusions, find evidence and extend my own thinking, based on background knowledge and implicit clues from the text read aloud/spoken/viewed.	
		1	With support, I can justify and explain my written/oral responses by referring to information explicitly provided in the audio/audio-visual text.	JUSTIFICATION / EXPLANATION
		2	I can respond to specific questions with elaboration and detail and support my comments by using information implicitly provided in the audio/audio-visual text.	
		3	I can interpret information presented in the audio/audio-visual and explain how it contributes to a topic or theme under study.	

# Listening and Viewing



# Authentic Listening

## *Text Types*

podcast, public announcement,  
school announcement  
recorded message, weather  
forecast, traffic update, tourist  
information,  
advertisement, short news item,  
song, short story, instructions,  
radio programme, interview,  
speech, conversation, monologue,  
dialogue, debate...

## *Task Types*

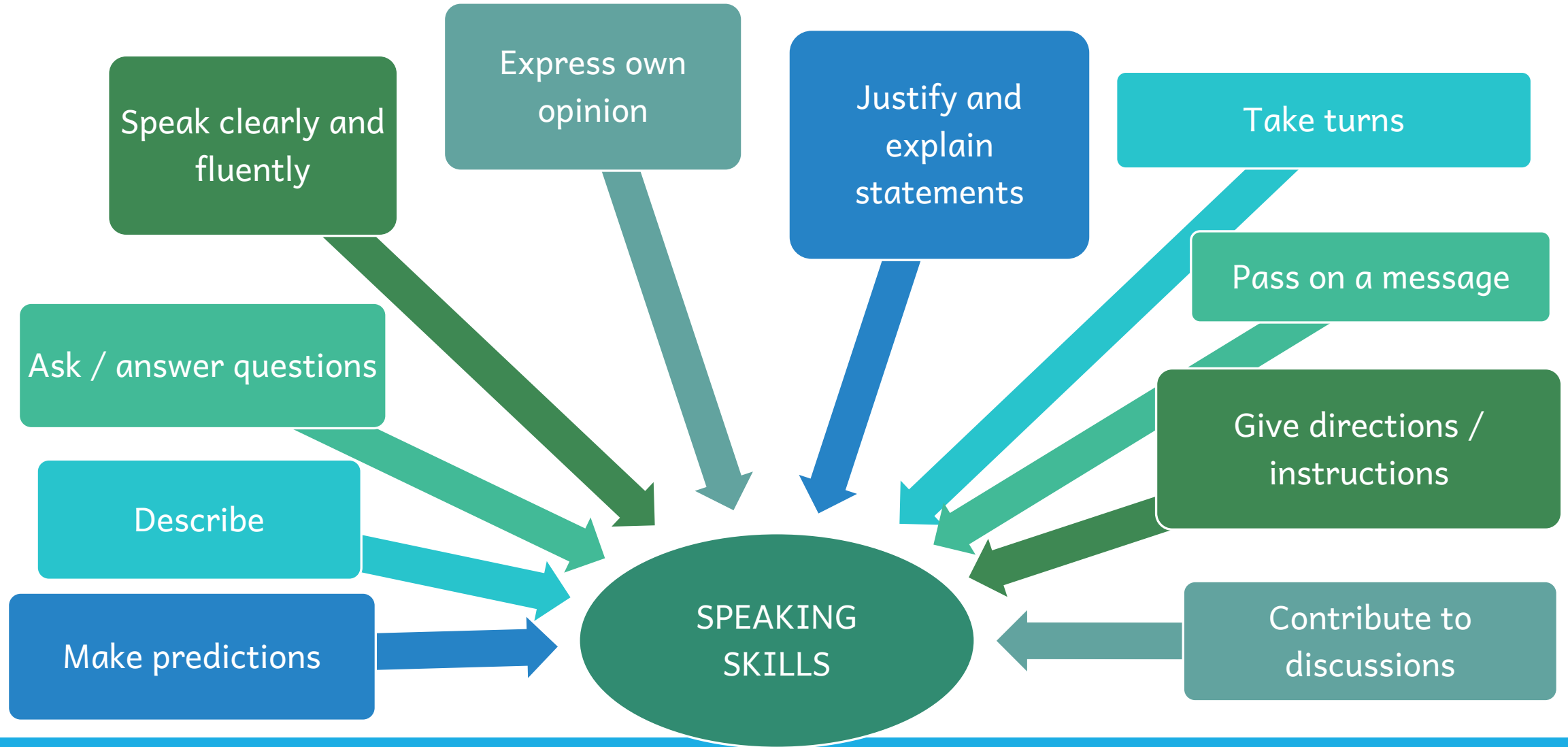
true / false, multiple choice, gap  
filling, lifting from text, drawing,  
labelling, grid filling, chart  
completion, matching, short  
answer questions, sentence  
completion, ticking, sequencing,  
listing...

# Speaking and Representing

<p>SR 6.5</p> <p>I can make use of language to make relatively plausible predictions, give vivid descriptions, and answer a range of questions about an oral text.</p>	<p>SR 6.8</p> <p>I can participate in role-play by articulating clearly and demonstrating fluency.</p>	<p>SR 6.11</p> <p>I can share my opinion with others because I understand that my opinions are important.</p>	<p>SR 6.12</p> <p>I can ask questions and make contributions in a discussion to clearly make my point and respond to the ideas of others.</p>
<p>SR 6.14</p> <p>I can convey a message containing time sequence and instructions accurately.</p>	<p>SR 6.15</p> <p>I can speak fluently and accurately in terms of content and sound patterns, using some complex sentence structures.</p>	<p>SR 6.16</p> <p>In a conversation with speakers of similar or higher linguistic competence, I can speak relatively fluently and accurately in terms of content and sound patterns.</p>	<p>SR 6.17</p> <p>I can give clear instructions and directions, using a logical sequence to guide an activity.</p>



# Speaking and Representing



# Speaking and Representing

## Task Types

interview, role play,  
discussion, conversation,  
information gap, storytelling,  
narration, description, asking  
questions, presentation,  
debate, explanation,  
instructions, directions,  
speech...

Prompts can be:

- textual e.g. advert / note,
- iconic e.g. graph / diagram,
- pictorial e.g. photo /  
sequence of pictures

# SR 6.8

I can participate in role-play by articulating clearly and demonstrating fluency.



SR 6.8 I can participate in role-play by articulating clearly and demonstrating fluency.

These are some examples of role-play situations that can be carried out in class.

<b>All about Water</b>	<ul style="list-style-type: none"> <li>- Convincing a person to be water wise</li> <li>- Pretending to be a scientist and explaining the water cycle</li> <li>- Pretending to be a weathercaster / newscaster and delivering water-related news</li> </ul>
<b>Adventure Sports</b>	<ul style="list-style-type: none"> <li>- Persuading a friend to take up a new adventure sport</li> <li>- Inquiring at a sports shop about the right gear for specific adventure sports</li> <li>- Pretending to practise an adventure sport and talking about it</li> </ul>
<b>Ancient Civilisations</b>	<ul style="list-style-type: none"> <li>- Pretending to be a historian/tourist and inquiring about an ancient civilisation</li> <li>- Pretending to be part of an ancient civilisation and describing habits/customs/achievements or narrating historical events</li> <li>- Pretending to be the leader of an ancient civilisation and setting rules</li> </ul>
<b>Cities and Landmarks</b>	<ul style="list-style-type: none"> <li>- Asking for directions in a city</li> <li>- Visiting a travel agency and asking for information about a city</li> <li>- Pretending to be a tour guide and giving information about a city/landmark</li> </ul>
<b>Emergencies and Rescues</b>	<ul style="list-style-type: none"> <li>- Interviewing a fire fighter/ambulance driver/paramedics/nurse/ first aider, etc.</li> <li>- Calling an emergency line and asking for help</li> <li>- Pretending to be an emergency-call taker and answering an emergency call</li> <li>- Pretending to be a doctor/nurse/rescuer and dealing with an emergency</li> </ul>
<b>Going Green</b>	<ul style="list-style-type: none"> <li>- Persuading someone to switch to eco-friendly measures (car-pooling, recycling, etc.)</li> <li>- Inviting a friend to take part in a clean-up day</li> <li>- Pretending to be part of a conservation group and convincing a construction company to build a building elsewhere/ a supermarket chain to switch to paper bags, etc.</li> </ul>
<b>Great Inventions</b>	<ul style="list-style-type: none"> <li>- Interviewing an inventor</li> <li>- Selling a new invention</li> </ul>
<b>Homes Around the World</b>	<ul style="list-style-type: none"> <li>- Booking a room abroad</li> <li>- Pretending to live in a particular home (igloo/caravan/berge/tree house/cottage/farm, etc.) and describing it to your friend</li> <li>- Pretending to be an architect and designing the ideal home</li> </ul>
<b>Life in the Future</b>	<ul style="list-style-type: none"> <li>- Persuading a friend to take a journey into the future with you</li> <li>- Pretending to visit a city in the year 2050</li> </ul>
<b>Myths and Legends</b>	<ul style="list-style-type: none"> <li>- Interviewing a legendary/mythical character</li> <li>- Pretending to be a legendary/mythical character and talking about themselves (in character)</li> </ul>
<b>Our Endangered Planet</b>	<ul style="list-style-type: none"> <li>- Pretending to be an endangered animal and convincing humans to conserve your habitat/stop hunting, etc.</li> <li>- Pretending to be an environmental activist that works for an organisation that helps protect endangered species/challenges world leaders to take immediate action, etc.</li> </ul>
<b>People who Inspire Us</b>	<ul style="list-style-type: none"> <li>- Interviewing a person who inspires you</li> <li>- Pretending to live a day in the life of a person who inspires you</li> </ul>
<b>Traditions and Customs</b>	<ul style="list-style-type: none"> <li>- Ordering traditional food from a local restaurant and inquiring about the ingredients, preparation, etc.</li> <li>- Explaining local traditions and customs to a foreigner</li> </ul>

### Student A

**You are a tourist** at the check in desk at Heathrow Airport. You need to show your passport and have your luggage weighed. Use your real name and details.

You need to give details about:

- Where you are travelling to
- Your flight number,
- Whether you want a window or an aisle seat
- How many luggage you need to check [in](#)

When you finish, change roles with Student B.

#### Target language

Tourist  
Here you are  
Here is my passport/boarding pass  
Sorry. Could you speak more slowly?  
Sorry. I don't understand the question.  
Could you repeat that please?

### Student B

**You are a check-in clerk** at Heathrow Airport. Ask question to Student A and help him/her to check in for the flight.




Ask:

- Which country he/she is traveling to
- What his/her flight number is
- Whether they want a window or an aisle seat
- How many luggage they need to check [in](#)

When you finish, change roles with Student A.

#### Target language

Check-in clerk  
Here you are  
May I see your passport/boarding pass  
Where are you traveling to?  
Can I have your flight number?  
Would you like a window or an aisle seat?  
Have you got any luggage to check in?  
Your plane is boarding at Gate number 7.

I can....			
I can respond 'in character' to the situation.			
I can ask at least four questions in complete sentences.			
I can use vocabulary I learnt already when responding.			
I can vary my tone when speaking.			
I can use non-verbal expression including facial expression and hand gestures.			

# SR 6.11

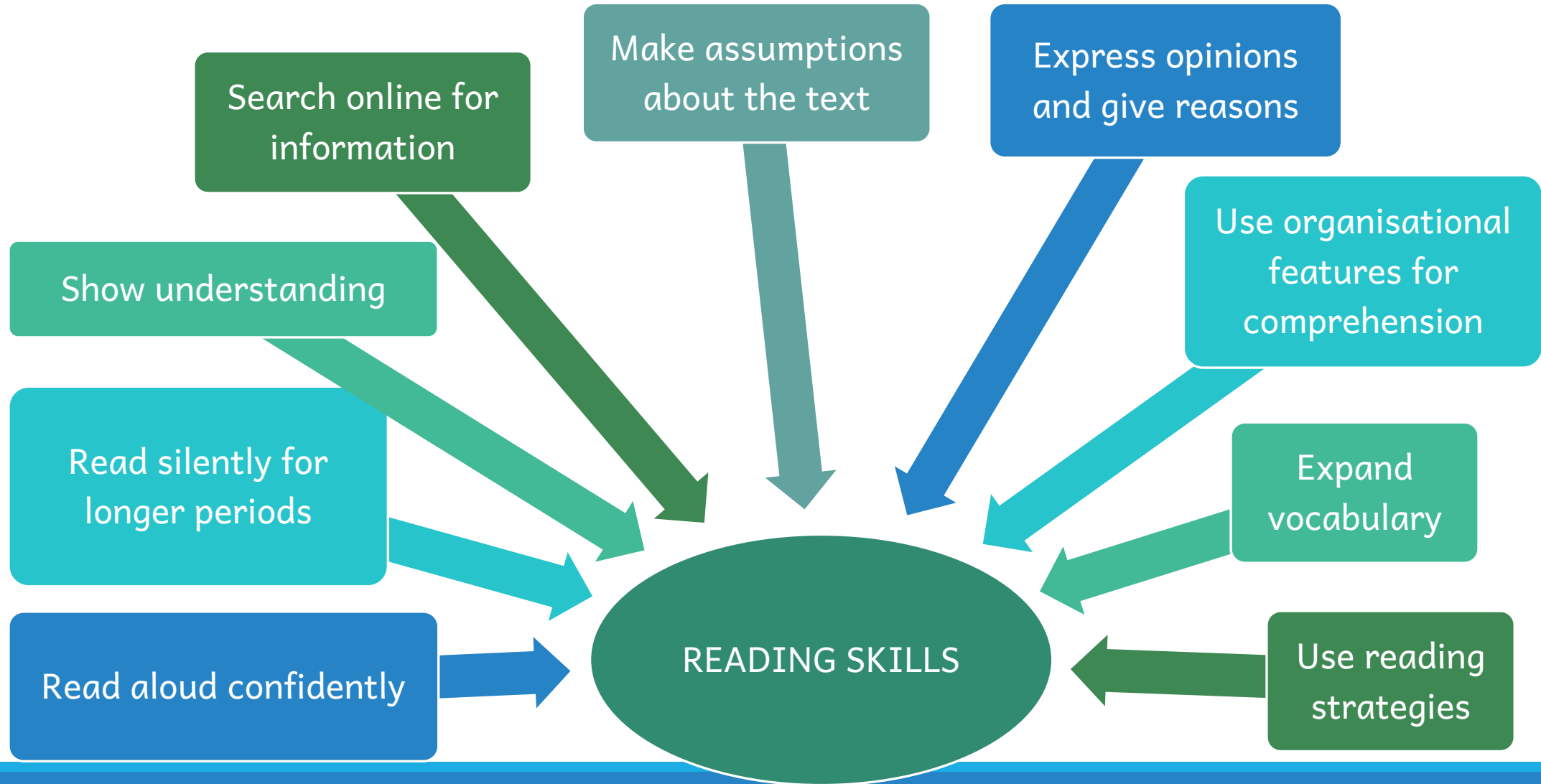
I can share my opinion with others because I understand that my opinions are important.

Introducing / Expressing	Developing
<p>I think that I strongly believe that It is obvious that My position is The fact is In my opinion I'm sure that As far as I'm concerned It seems to me that To my mind As for me As far as I understand Many/Most/Some people think/believe/say that It is often said that It is generally accepted that It is thought that It is considered Apparently</p>	<p>Firstly Furthermore In addition to Moreover Likewise Again Once more Next Without doubt The most compelling reason is</p>
Acknowledging	Countering
<p>Although it is true that Admittedly While some people may think that Unfortunately, it may be the case that I acknowledge that I can understand that I appreciate that It is unfortunately true that I concede that I see where you're coming from, but</p>	<p>However Nevertheless Even so Whereas Nonetheless Despite But In fact Conversely</p>
Asking	Agreeing
<p>What do you think / reckon? Do you see what I'm getting at? Do you know / see what I mean? Do you agree with me? Would you go along with that? Would you agree with me that ...? What are your thoughts on that point? Don't you think that ...?</p>	<p>I agree with you. I couldn't agree more. I'd go along with that. I feel the same way. You're absolutely right. Absolutely. / Definitely. / Exactly. / No doubt about it. That's a good point. I see your point. I see where you're coming from.</p>

# Reading and Viewing

<p>RV 6.4</p> <p>I can read and understand as well as know how to search online for age appropriate and relevant texts across genres.</p>	<p>RV 6.5</p> <p>I can use a range of strategies to aid comprehension and find the required information in the text.</p>	<p>RV 6.7</p> <p>I can express my opinions about a story at my own reading level, giving clear reasons as to why I have these opinions.</p>
<p>RV 6.8</p> <p>I can understand the author's point of view and make evaluative comments about it.</p>	<p>RV 6.9</p> <p>I can read more complex texts across genres for different purposes.</p>	<p>RV 6.10</p> <p>I can understand text organisation and how a text develops.</p>

# Reading and Viewing



# Reading and Viewing



## Authentic Text Types

formal / informal letter and email, young adult fiction, newspaper article, magazine article, notice, advertisement, excerpt from a novel, biography, message, graph, meme, diagram, caption, TV schedule, manual, instructions...

## Task Types

true / false, multiple choice, gap filling, lifting from text, drawing, labelling, grid filling, chart completion, matching, short answer questions, inferential open-ended questions, sentence completion, ticking, identifying topic, sequencing, listing, information transfer...



What do learners need to know in order to access this text?

What is the purpose of this text?

Who is the intended audience?

What language features are being used?

## READING

1 Listen and read. TR: 4.8

# A World of Water

Nearly 75 per cent of the earth is covered by water. There is water that's above the ground called *surface water*, such as lakes, swamps and rivers, and there is water that's under the ground called *groundwater*. Water even exists in the sky! That is called *water vapour*. There is water everywhere.

Although there's a lot of water, we can't drink most of it. Most of the earth's water – 97.5 per cent – is salt water, which humans can't drink. The rest is fresh water, which we can drink. However, we can't use most of our drinking water because 70 per cent of it is frozen – like the Hubbard Glacier. Also, we can only reach 30 per cent of our groundwater and most of that is polluted. In fact, we can only drink about 1 per cent of the world's fresh water.

We don't drink most of our fresh water. Only 5 per cent goes to the taps in our homes. About 95 per cent is used to produce food, clothes and energy. We don't see that water, but it is a big part of our 'water footprint' – the total amount of water we use. For example, we don't see the water that was used to make a T-shirt. We only see the T-shirt. But 2,700 litres (713 gallons) of water were used to produce it!

Earth has always had the same amount of water. However, there are more people on the planet now and we all need water. If we want water in the future, we must not waste it or pollute it now!

### THE WORLD'S WATER RESOURCES

75% of the earth is covered IN WATER



97.5% of that is SEA



Which leaves 2.5% as FRESH WATER

70% of that is ICE



Which leaves 30% as GROUNDWATER we can get access to

So, **less than 1%** (or about 0.007% of all water on Earth) is readily accessible for **DIRECT HUMAN USE.**

How can we scaffold this reading task?

Do the images help the reader?

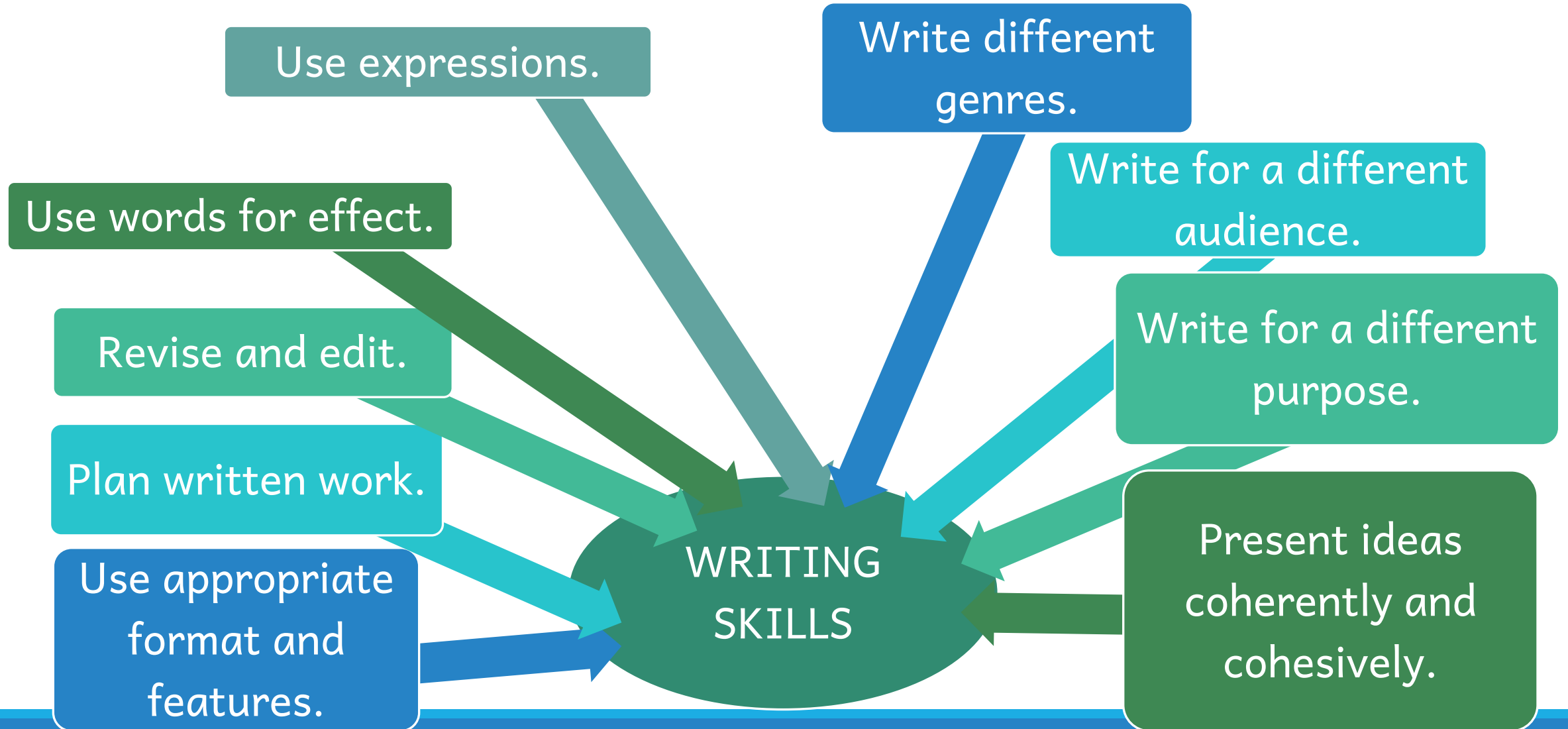
How is this task related to the previous lesson/s?

How can readers construct meaning from the infographic?

# Writing and Representing

<p>WR 6.6 I can write increasingly complex sentences in response to a range of texts.</p>	<p>WR 6.10 I can write a text organised in a series of paragraphs.</p>	<p>WR 6.11 I can write appropriately for an audience and with a purpose.</p>
<p>WR 6.12 I can write to convey emotions and thoughts effectively.</p>	<p>WR 6.13 I can add detail and interest to more complex sentence structures in a variety of ways.</p>	<p>WR 6.14 I can make a text more interesting or more relevant to me by changing the vocabulary.</p>
<p>WR 6.15 I can confidently use various strategies to spell a word correctly.</p>		

# Writing and Representing



# Writing and Representing

## Text Types

email/letter, review of TV

show, narrative/descriptive short story,

diary entry, advert, instructions,

directions, caption, table or chart,

information text, poem, playscript,

message, notice, article, menu, recipe,

poster, postcard, identity kit, invitation...

## Task Types

guided writing, shared writing,  
collaborative writing, paired writing,  
independent writing, free writing  
(journal)

## Prompts can be:

drawings, photographs, maps,  
diagrams, tables, graphs, letters,  
emails, story title, word bank,  
messages, memos, advertisements,  
programmes/schedules, forms,  
excerpts, articles...

# Writing Genres

WR 6.11 I can write *appropriately for an audience and with a purpose*. (GAP).

Short Writing Genre	Long Writing Genre
<ul style="list-style-type: none"><li>- Writing a message</li><li>- Writing a recipe</li><li>- Giving directions</li><li>- Giving instructions</li><li>- Designing and producing a poster</li></ul>	<ul style="list-style-type: none"><li>- Writing an informal letter</li><li>- Writing an informal email</li><li>- Writing a story</li><li>- Writing a non-chronological report</li><li>- Writing an opinion article</li></ul>

# Writing Functions

Writing genres serve a function. The below table illustrates different purposes for writing.

Writing a message/informal letter/email:

- to give/ask for advice/help
- to give/ask for news
- to give/ask for information
- to apologise
- to thank someone
- to narrate
- to describe
- to congratulate
- to invite
- to accept/refuse an invitation
- to make suggestions
- to give instructions
- to give directions
- to suggest

Designing and producing a poster:

- to inform
- to persuade
- to explain
- to describe

Writing a story

- to narrate events
- to recount past experiences

Writing a non-chronological report

- to inform

Writing an opinion article

- to share one's point of view
- to argue for or against

# Genre

# Audience

# Purpose



You are on holiday in Rome.  
**Write an email to your friend to tell him/her about your experience.**



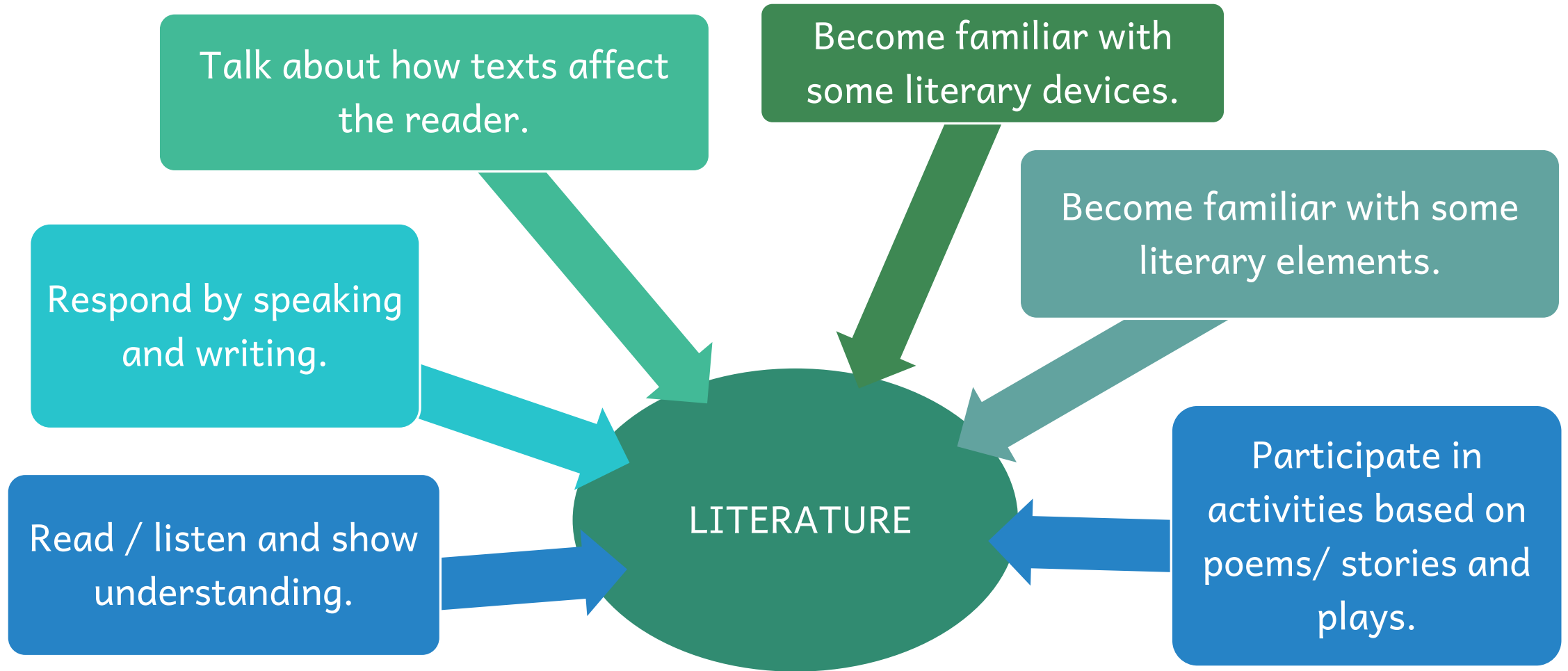
## Lexical Area: Cities and Landmarks

# Literature

<p>LIT 6.1</p> <p>I can learn simple poems and recite them in a way that brings out their meaning as well as their rhythm and rhyme.</p>	<p>LIT 6.6</p> <p>I can show my personal response to the literary text I encounter.</p>
<p>LIT 6.7</p> <p>I can respond to a play by participating in its performance and understand the meaning and function of dramatic devices.</p>	<p>LIT 6.9</p> <p>I can add several ideas of my own in the same style as the original story, poem or playscript.</p>
<p>LIT 6.10</p> <p>I can express my ideas about a story, poem or playscript read aloud, backing up my comments with evidence concerning the characters and events.</p>	



# Literature



# Examples of literary and dramatic devices and elements

I can identify and respond to the use of literary devices and elements in literary texts.

Literary Devices	Literary Elements
Techniques used by writers to add substance or effect to the text and help the reader create a more detailed image.	Essential characteristics of all works of written and spoken narrative fiction.
<ul style="list-style-type: none"> <li>- alliteration (e.g. Rabbits running over red roses.)</li> <li>- free verse – poem without rhyme or rhythm (e.g. Fog by Carl Sandburg The fog comes, on little cat feet. It sits looking over harbour and city on silent haunches. and then moves on.)</li> <li>- hyperbole/exaggeration (e.g. I can't wait <u>a million years.</u>)</li> <li>- idioms (e.g. <u>hit the sack</u>)</li> <li>- metaphor (e.g. The singer is truly <u>a shiny star.</u>)</li> <li>- onomatopoeia (e.g. <u>pop, buzz, splash</u> ...)</li> <li>- personification (e.g. The flowers <u>danced</u> in the breeze.)</li> <li>- repetition (e.g. Witch, witch where do you fly? Rose Fyleman <u>Witch, witch, where do you fly?</u> Under the clouds and over the sky.  <u>Witch, witch, what do you eat?</u> Little black apples from Hurricane Street.  <u>Witch, witch, what do you drink?</u> Vinegar and good red ink.  <u>Witch, witch, where do you sleep?</u> Up in the clouds where the pillows are cheap.)</li> <li>- rhyme (e.g. <u>heather</u> and <u>leather</u>)</li> <li>- rhythm (e.g. de dum, de dum, de dum)</li> <li>- simile (e.g. The sun blazed <u>like an angry fire.</u>)</li> </ul>	<ul style="list-style-type: none"> <li>- characters (main/protagonist, minor, antagonist)</li> <li>- climax (where the characters face and solve the conflict)</li> <li>- conflict (the problem the characters have to tackle)</li> <li>- mood (the overall feeling the author wishes to evoke in the reader)</li> <li>- narrator (the person telling the story)</li> <li>- plot (events in a story)</li> <li>- point of view (the perspective from which the story is told)</li> <li>- resolution (the part where main problem is resolved)</li> <li>- setting (time and place when the story takes place)</li> <li>- theme (the main subject or idea)</li> <li>- tone (the author's attitude or feelings)</li> </ul>

Elements of Drama	
<b>Role /Character:</b> Role: The point of view and values of a character Character: Their personality, background & motivation	<b>Mood and atmosphere:</b> The feeling or tone of both the physical space and the dramatic action created by or emerging from the performance
<b>Situation:</b> The setting and circumstances of the dramatic action – the who, what, where, when and what is at stake for the roles/characters	<b>Relationships:</b> The connections and interactions between people that affect the dramatic action
<b>Movement:</b> Dictating situations, roles and relationships through physical action	<b>Voice:</b> Using voice expressively to create roles, situations, relationships and atmosphere
<b>Audience:</b> Individuals or groups of people who engage emotionally and socially to a range of settings and contexts	<b>Scenes:</b> The place where an action or event, real or imaginary, occurs
<b>Stage-directions:</b> An instruction written into the script of a play, indicating stage actions, movements of performers, or production requirements	<b>Props:</b> Objects used on stage or on screen by actors during a performance
<b>Backstage:</b> The area of a theatre where the actors wait until it is time to walk onstage and play their parts	

# Literary devices

alliteration

free verse

hyperbole

idioms

metaphor

onomatopoeia

personification

repetition

rhyme

simile

# Literary elements

characters

climax

conflict

mood

narrator

plot

point of  
view

resolution

setting

theme

tone

# Elements of Drama

role/character

relationships

situation

voice

mood/atmosphere

audience

movement

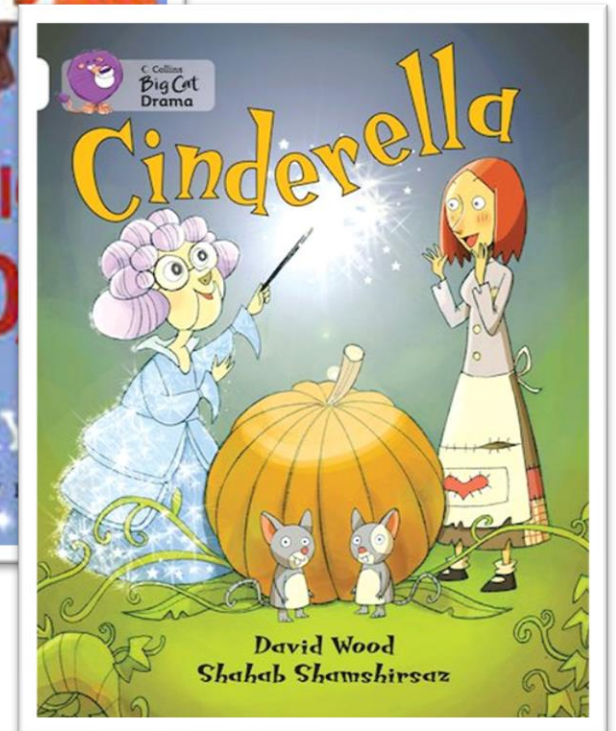
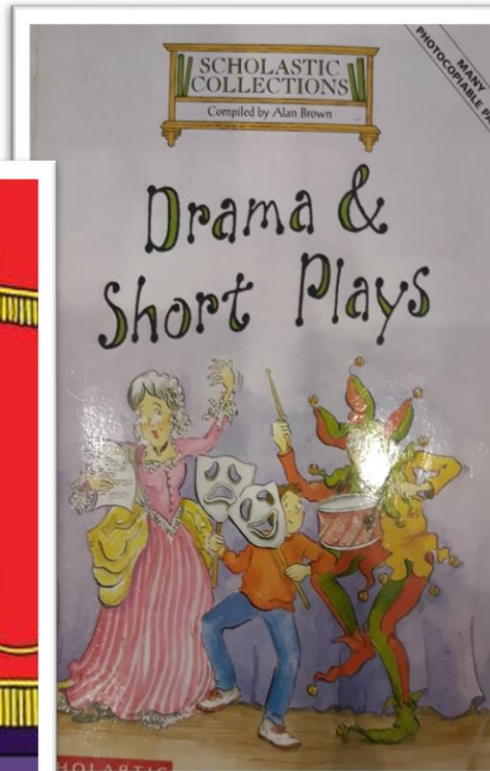
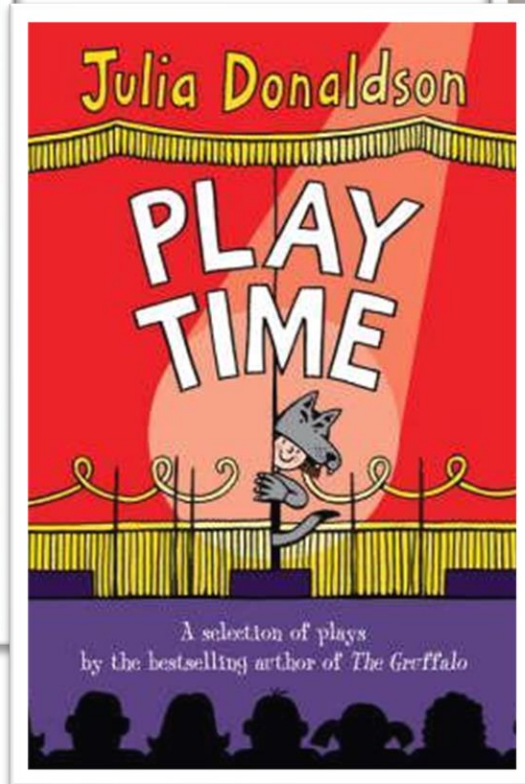
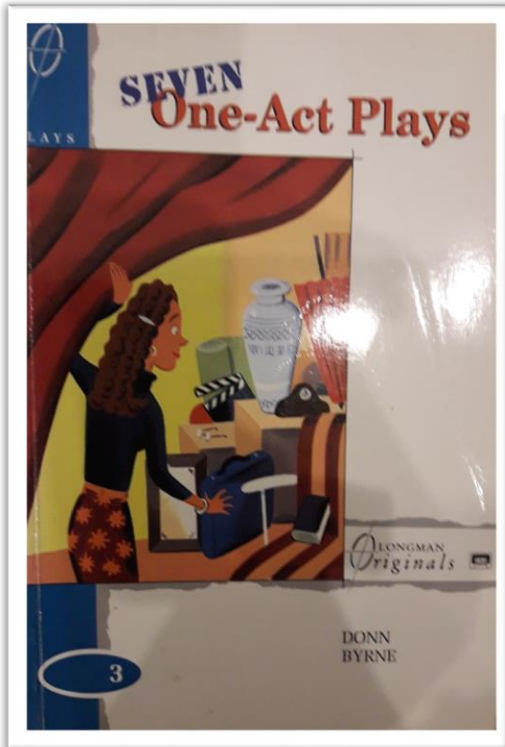
scenes

stage directions

props

backstage

# Drama Scripts



# Book-based comprehension activities

---

Here you'll find activities based on well-known texts and authors. We've curated resources for the most popular authors below, or you can browse all book-based activities.

## Choose an author

---

William Shakespeare

Roald Dahl

J K Rowling

Michael Morpurgo

Phillip Pullman

Julia Donaldson

Oliver Jeffers

Anne Fine

Beatrix Potter

All book-based resources

<https://www.teachit.co.uk/primary>

# Language Awareness and Production

<p>LAP 6.1 I can continue and generate my own simple, compound and complex sentence patterns showing an awareness of language structure.</p>	<p>LAP 6.2 I can use the correct word order when writing and speaking.</p>	<p>LAP 6.3 I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.</p>	<p>LAP 6.4 I can communicate effectively, altering my language choices according to purpose.</p>
<p>LAP 6.5 I can use basic punctuation appropriately. I can show this understanding when writing or reading.</p>	<p>LAP 6.6 I can narrate events using simple linguistic forms.</p>	<p>LAP 6.7 I can use the resources available to expand my production of words.</p>	<p>LAP 6.8 I can use the language necessary to show time, place and movement in a sentence.</p>



# Supporting Material

---

# Available on our website



[Home](#)

[Early Years](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

[Resources by Lesson](#)

[Contact](#)

## Teaching and Learning English in the Primary Years



Key Vocabulary Lists

Glossary

Spelling Strategies

Themed Lessons

Teaching Resources

1. Continuous Assessment Excel Sheet

2. Annual Examination Guidelines

3. Specimen Paper

The continuous assessment excel sheet will be made available in **summer 2023**.

# Planning for Teaching and Learning English

---

Communicative Language Teaching

Integrated Skills approach

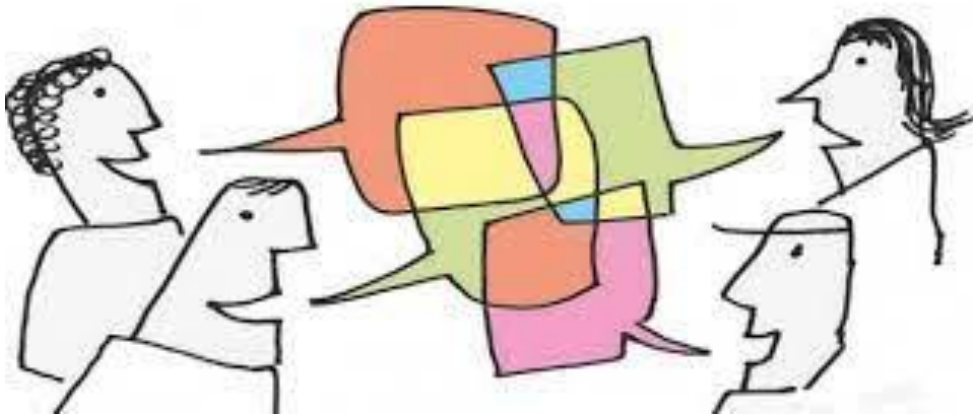
Assessment for Learning

The Backward Design Process

Bloom's Taxonomy

Scaffolding

# Communicative Language Teaching



- Bringing the outside world into the classroom;
- The ability to communicate in different settings;
- Fluency and Interaction;
- Authentic and meaningful activities;
- Contextualised language;
- Negotiating and problem-solving

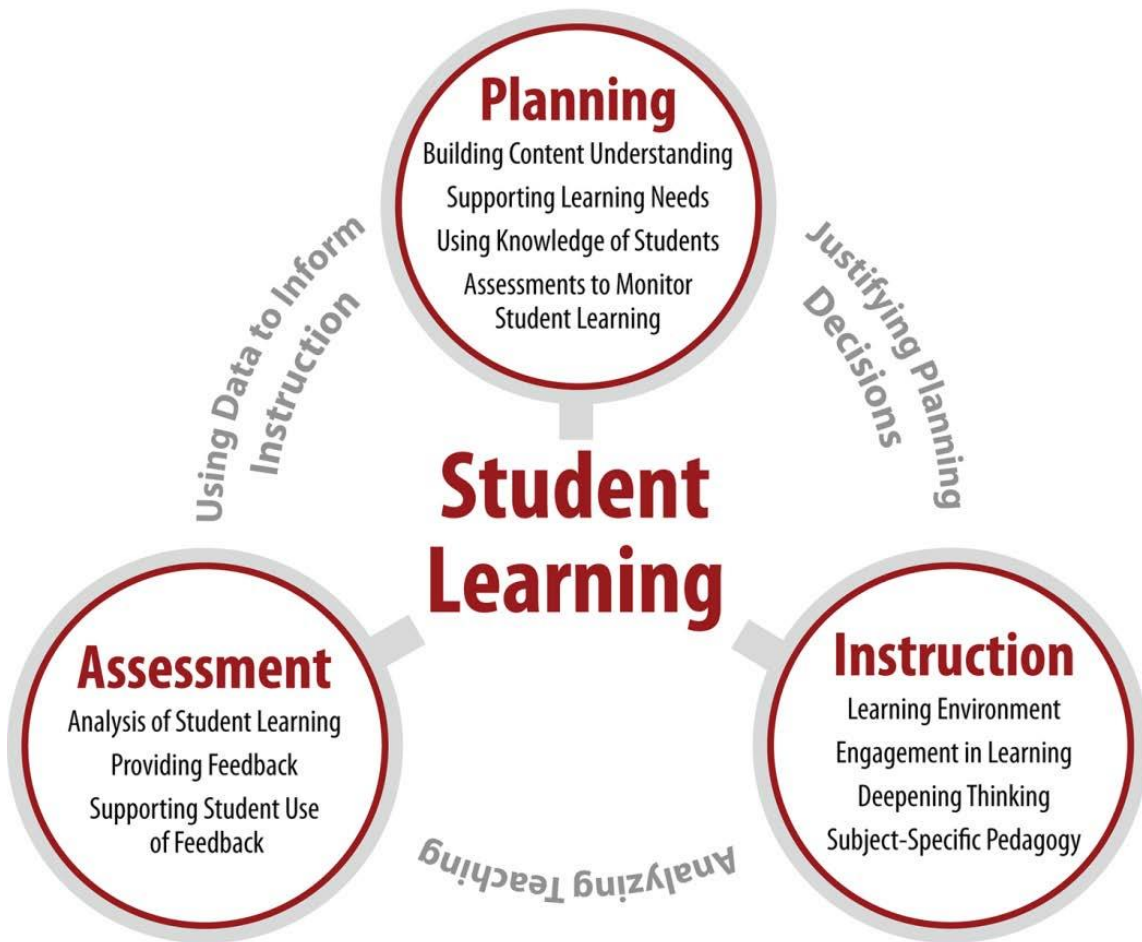
# Integrated Skills Approach

- Practising all language skills in conjunction with each other.
- Using language in a natural and realistic way.
- Moving from receptive skills to productive skills.
- Recycling and revising language already taught.
- Increasing learners' confidence.
- Bringing variety into the classroom.





# Assessment for Learning



- Finding out where the learners stand in their learning.
- Having clear learning intentions.
- Having clear Success Criteria.
- Maximising thinking opportunities.
- Giving feedback.
- Providing opportunities for self and peer assessment.

# The Backward Design Process

- Starting with the Learning Outcomes.
- Thinking about the evidence that shows that outcomes have been reached.
- Designing activities that allow evidence to be collected.

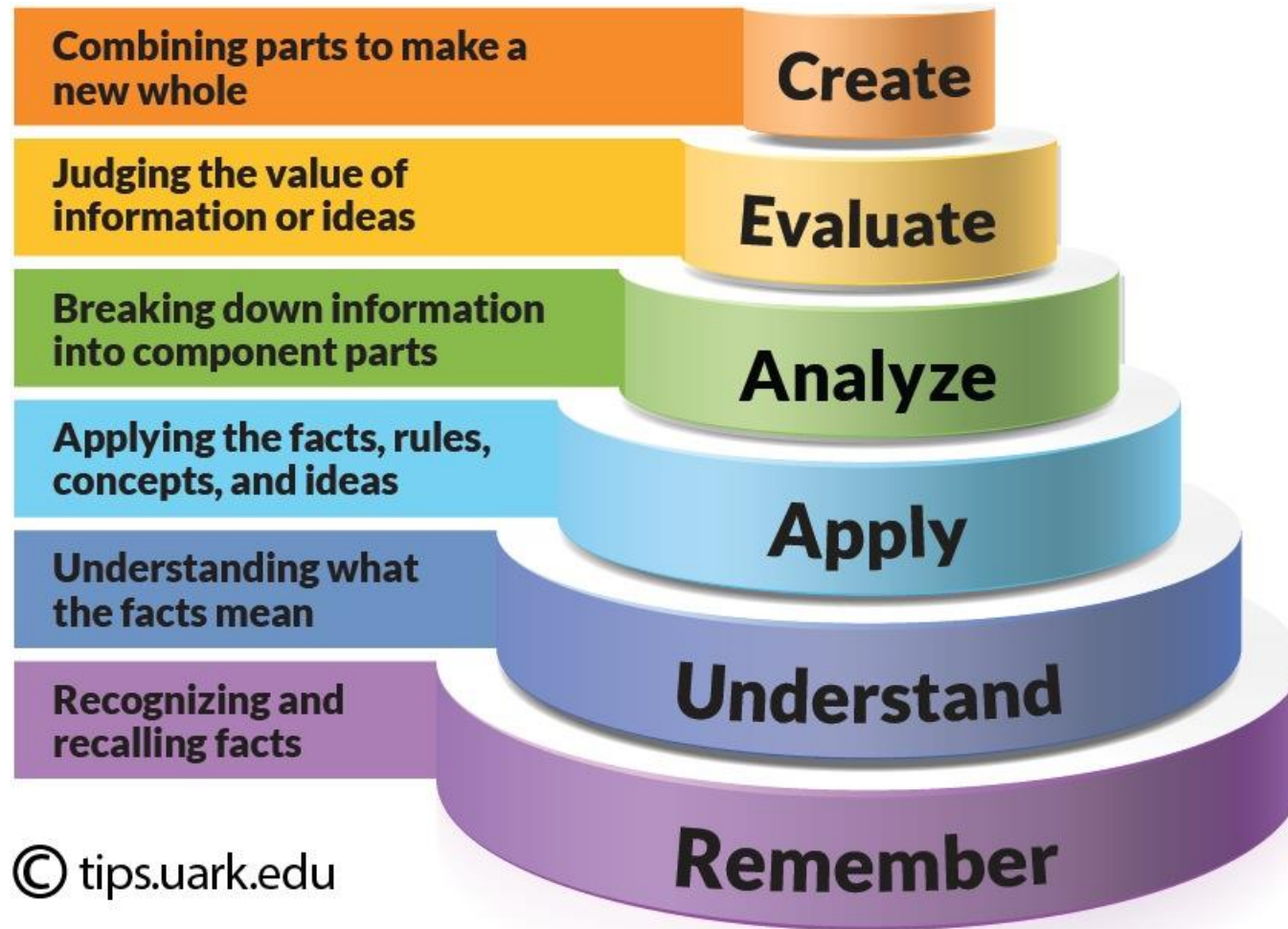


**What I want the students to Understand and know and be able to do?**

**How do I check they have learned?**

**Which learning activities will lead students to the desired results?**

# Bloom's Taxonomy



# Scaffolding

- Helps learners to transition between assisted tasks and independent performances.
- Provides learners with sufficient guidance until the process is learned.
- Removes the support gradually and transfers responsibility to the learner.



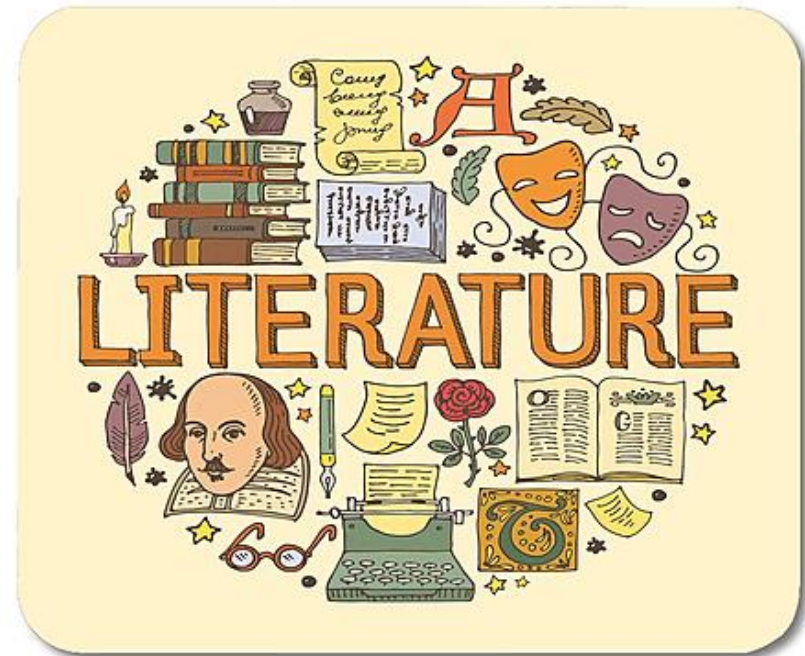
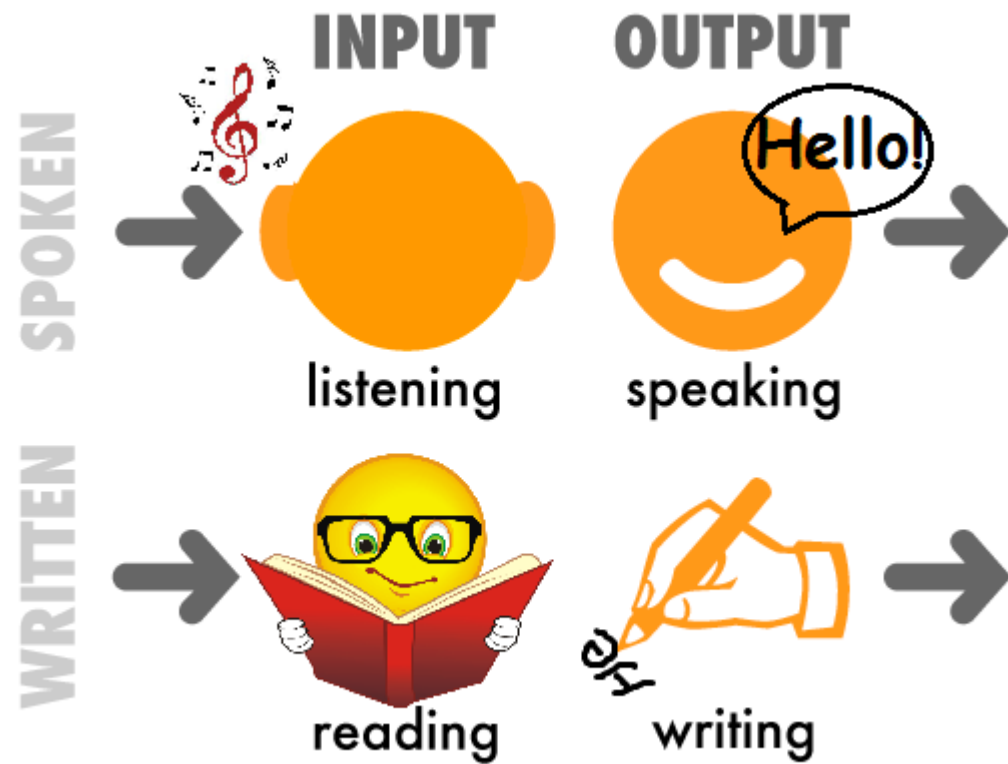
# The English Scheme of Work

---

# A Scheme of Work

- an interpretation of a syllabus
- a plan of action
- a guide to monitor progress
- an organisation of teaching activities
- a time frame

# What lessons should I include?



# Determine the Order of Lessons



1. Listening



2. Reading



# Using a thematic approach

The NCF (2012, p31) promotes

“a move away from an exclusively subject-based approach that favours fragmentation and compartmentalisation of knowledge to a more cross-curricular, thematic, inter-disciplinary and collaborative approach that reflects real life situations and encourages transfer of skills from one learning area to another.”

**YEAR 6 LEARNERS WILL BE EXPECTED TO UNDERSTAND AND USE A RANGE OF VOCABULARY RELATED TO THE FOLLOWING THEMATIC AREAS:**

1. All about Water

2. Adventure Sports

3. Ancient Civilizations

4. Cities and Landmarks

5. Emergencies and Rescues

6. Going Green

7. Great Inventions

8. Homes Around the World

9. Life in the Future

10. Myths and Legends

11. Our Endangered Planet

12. People who Inspire Us

13. Traditions and Customs

1 IDENTIFY  
DESIRED RESULTS



big ideas & skills

2 DETERMINE  
ACCEPTABLE EVIDENCE



culminating  
assessment task

3 PLAN LEARNING  
EXPERIENCES & INSTRUCTION



learning events

Year 6					Theme: Going Green
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure Vocabulary Language Function
READING	RV 6.5 (using strategies, finding information)	questions	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain term 'Sustainability'.</li> <li>- Pre-teach vocabulary in the PPT.</li> <li>- Learners view the PPT about sustainability. Ongoing discussion is encouraged.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Ask: <i>What is the text about?</i></li> <li>- Learners read Text 1.</li> <li>- Elicit answers.</li> <li>- Ask: <i>What event is Harry talking about? What are the children going to do at Greenview Park? Who might be joining them? Are the children excited? How do you know?</i></li> <li>- Elicit answers.</li> <li>- Read text.</li> <li>- Learners take roles and act out the dialogue.</li> <li>- Share Text 2.</li> </ul>	handout with Text 1 and Text 2	modal verbs (can, have to, don't have to)
	RV 6.9 (reading for different purposes)	worksheet	<ul style="list-style-type: none"> <li>- Ask: <i>What is the text about?</i></li> <li>- Learners read Text 2.</li> <li>- Elicit answers.</li> <li>- Ask: <i>What is the club called? Where and when do they meet? What has the club done so far? What is the club going to do? What is the club's motto? How is Text 2 different from Text 1? How is Text 2 similar to Text 1?</i></li> <li>- Elicit answers.</li> <li>- Read text.</li> <li>- Learners read text aloud.</li> </ul> <p><b>Post-Task:</b> Learners answer questions on the worksheet.</p>	worksheets	sustainability, generations, thrive, resources, climate change, renewable resources, non-renewable resources, lifestyle, hydropower, bioenergy  to inform, to invite, to persuade, to make suggestions

<b>LISTENING</b>	LV 6.1 (comprehension, inferences, justification)	questions	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Introduce Amy and Ella, the young founders of 'Kids Against Plastic' and explore their website: <a href="https://www.kidsagainstplastic.co.uk/">https://www.kidsagainstplastic.co.uk/</a></li> <li>Ongoing discussion is encouraged.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Say: <i>Listen and view the text. Tell me what it is about.</i></li> <li>- Learners listen and view the text. Elicit answers.</li> <li>- Share a set of questions and have learners read them.</li> <li><i>How much single-use plastic is thrown away? How much plastic enters our oceans? List the four big plastic polluters. How much single-use plastic pieces have Ella and Amy collected? How do they feel when they see images of dead animals? Why do Ella and Amy want to pick 100,000 single-use plastic pieces? Which supermarket will not use plastic in its products?</i></li> </ul>	video clip 'Kids Against Plastic' (00:00 – 03:13)	modal verbs (can, have to, don't have to)
	LV 6.2 (main idea/specific information)	worksheet	<ul style="list-style-type: none"> <li>- Learners listen and view the text again. Elicit answers.</li> <li>- Learners read the questions.</li> <li>- Learners listen and view the text and start answering the questions.</li> <li>- Learners listen and view the text and questions and continue answering the questions.</li> <li>- Final revision.</li> </ul> <p><b>Post-Task:</b></p> <ul style="list-style-type: none"> <li>- Learners finish viewing the video clip, 'Kids Against Plastic'. Write 'Be Plastic Clever' on the whiteboard.</li> <li>- Ask: <i>How can we become plastic clever?</i> Ongoing discussion is encouraged.</li> </ul>	worksheet  site <a href="https://www.kidsagainstplastic.co.uk/">https://www.kidsagainstplastic.co.uk/</a>	century, single-use, a truck's worth of plastic, specifically, precise, global goals, sustainable development, tackle, worldwide, UN, global problems, sickening, ingested, micro fibres, evidence, plastic plight, dominating, global impact, devastating, urgency, pledged, ban  to persuade, to inform

LITERATURE	LIT 6.6 (verbal response)	questions	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Write 'RAINFOREST' on the whiteboard.</li> <li>- Ask learners to share their thoughts and knowledge on the topic.</li> <li>- Learners view the PPT with information on the rainforest. Ongoing discussion is encouraged.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Ask: <i>Based on the title and picture, what do you think the text is about?</i> Elicit answers.</li> <li>- Ask: <i>After reading the text, tell me what it is about?</i></li> <li>- Learners read text and answer the gist question.</li> <li>- Share a set of questions and have learners read them.</li> </ul> <p><i>List two things Mr Rubbish recycled to build his house. How did Judy learn about Mr Rubbish? List four things that come from the rainforest. What action did Judy want her family to take to save the rainforest? Why did her parents put the chocolate dessert and the toilet plunger back in their places? Why did Judy decide to write down everything they threw away? What would Judy's mother reduce so as to please her daughter?</i></p>	PPT – The Rainforest	modal verbs (can, have to, don't have to)
	LIT 6.10 (written response)	worksheet	<ul style="list-style-type: none"> <li>- Learners read text and look for answers to the above questions.</li> <li>- Elicit and discuss answers.</li> </ul> <p>Explain what 'empathy' and 'perspective' mean. Ask: <i>How is Judy feeling at the beginning and end of the story? Why is she feeling like that? Find the 'simile' which describes her feelings in the end of the story. How are the other characters feeling?</i></p> <ul style="list-style-type: none"> <li>- Read aloud the text.</li> <li>- Learners read text aloud.</li> <li>- In pairs, learners work out Worksheet 1 and 2. Pairs share their answers.</li> </ul> <p><b>Post-Task:</b> Learners work out a worksheet.</p>	handout 'A Mr Rubbish Mood'  worksheets 1 - 4	rainforest, mood, gremlin, plunger, gooey, ground-up, compost, trudged, grinding  to narrate, to persuade, to inform

<b>SPEAKING</b> (preparation)	SR 6.15 (speech/ presentation)	questions	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Link with Listening Lesson.</li> <li>- Ask learners: <i>What did we listen to and view during the Listening lesson? What did we learn?</i></li> <li>- Elicit answers.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Learners view the video clip, 'Kids against Plastic'.</li> <li>- Ask: <i>What was the topic of Amy and Ella's speech? When did they mention it? What was the purpose of their speech? (teach, persuade ...) Who was their audience? How did Ella and Amy address the audience? How did Ella and Amy conclude their topic? Did Ella and Amy use any aids? Do you think their speech was successful? Why?</i></li> <li>- Elicit answers.</li> </ul>	video clip 'Kids Against Plastic'	modal verbs (can, have to, don't have to)
	SR6.16 (fluency/accuracy, sentence structure, sound patterns)	speech preparation	<ul style="list-style-type: none"> <li>- Explain that learners are to deliver a speech on one of two topics:</li> <li>- 'Being Plastic Clever' or 'The Three Rs'. (Link with Listening and Literature lessons.)</li> <li>- Elicit from learners the success criteria for planning and delivering a speech.</li> <li>- Share the success criteria for delivering a good speech. Discuss it.</li> <li>- Share with learners the word mat with useful sentence starters to use during the speech.</li> </ul> <p><b>Post-Task:</b></p> <p>Learners start filling in their speech plan map. Learners will finish the speech preparation at home. Speech will be delivered in the next Speaking lesson.</p>	success criteria for giving a speech  speech plan map  sentence starters	as in previous lessons, sentence starters  to inform, to persuade

WRITING	WR 6.6 (complex sentences)	email	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Refer to the Reading, Listening and Literature lessons.</li> <li>- Explain that learners will imagine that they have joined David's Environmental Club (Reading lesson – Text 2). They have to write an email to a friend to tell him/her about the club and invite him/her to become a member.</li> </ul>	<p>email title: <i>Imagine you have joined David's Environmental Club. Write an email to your friend to:</i></p> <p><i>a. tell him/her about the club</i> <i>b. suggest ways how your friend can help the environment</i> <i>c. invite him/her to join this club.</i></p>	<p>modal verbs (can, have to, don't have to)</p> <p>as in previous lessons</p> <p>to inform, to invite, to persuade, to make suggestions</p>	
	WR 6.10 (organisation)		<p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain 'Pre-Writing' stage. Share title (GAP).</li> <li>- Elicit from learners the genre, audience and purpose and discuss together each component in detail.</li> <li>- Explain 'Drafting' stage. Share and explain writing frame. Use David's email as a writing model. Learners start organising ideas.</li> <li>- Explain 'Revision' stage. Learners check that writing is relevant, ideas are organised properly ...</li> <li>- Explain 'Editing' stage. Learners check grammar, punctuation and spelling.</li> <li>- Elicit success criteria for email writing.</li> </ul>			
	WR 6.11D (email)		<p><b>Post-Task:</b></p> <p>Learners write the email and share it with their classmates.</p>			<p>email writing frame (Writing Resource Pack)</p>
	WR 6.13 (sentence structure)					
	WR 6.14 (vocabulary)					
	WR 6.15 (spelling)					<p>email success criteria (Writing Resource Pack)</p>



# Assessment

---

	CONTINUOUS ASSESSMENT			SUMMATIVE ASSESSMENT		
	Number of LOs to be reported on <i>My School</i> , the marks of which are to be inputted on the Excel Sheet <b>40 %</b> (Please refer to page 33.)			<b>60 %</b> (Please refer to page 37.)		
		Marks out 100	40%		Marks out 100	60%
LANGUAGE	1) 3 Listening LOs	20	8%	LISTENING	20	12%
	2) 3 Speaking LOs	20	8%	SPEAKING	20	12%
	3) 3 Reading LOs	20	8%	READING	30	18%
	4) 6 Writing LOs	20	8%	WRITING	30	18%
LITERATURE	1) 1 Poetry LO	20	8%			
2) 1 Prose LO						
3) 1 Drama LO						

# TERMLY REPORTS

Teachers need to  
report on  
**6 LOs**  
per pupil /  
per term.



	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Listening</b>	<p>LV 6.1</p> <p>I can listen attentively to text read aloud and demonstrate understanding by making inferences as well as justifying and explaining statements.</p>	<p>LV 6.2</p> <p>I can understand audio-visual text across a range of genres, identifying main ideas, specific information and key words.</p>	<p>LV 6.13</p> <p>I can listen carefully, follow a series of instructions, and participate in discussions.</p>
<b>Speaking</b>	<p>SR 6.5</p> <p>I can make use of language to make relatively plausible predictions, give vivid descriptions, and answer a range of questions about an oral text.</p>	<p>SR 6.12</p> <p>I can ask questions and make contributions in a discussion to clearly make my point and respond to the ideas of others.</p>	<p>SR 6.17</p> <p>I can give clear instructions and directions using a logical sequence.</p>
<b>Reading</b>	<p>RV 6.5</p> <p>I can use a range of strategies to aid comprehension and find the required information in the text.</p>	<p>RV 6.8</p> <p>I can understand the author's point of view and make evaluative comments about it.</p>	<p>RV 6. 10</p> <p>I can understand text organisation and how a text develops.</p>
<b>Writing</b>	<p>WR 6.11</p> <p>I can write appropriately for an audience and with a purpose.</p> <p>WR 6.11C: Poster WR 6.11G: Opinion Article</p>	<p>WR 6.11</p> <p>I can write appropriately for an audience and with a purpose.</p> <p>WR 6.11D: Informal Email WR 6.11F: Story</p>	<p>WR 6.11</p> <p>I can write appropriately for an audience and with a purpose.</p> <p>WR 6.11A: Instructions / Directions WR 6.11E: Non-chronological Report</p>
<b>Literature</b>	<p>LIT 6.6</p> <p>I can show my personal response to the literary text I encounter.</p>	<p>LIT 6.9</p> <p>I can add several ideas of my own in the same style as the original story, poem or playscript.</p>	<p>LIT 6.10</p> <p>I can express my ideas about a story, poem or playscript read aloud, backing up my comments with evidence concerning the characters and events.</p>
<b>Number of LOs</b>	<b>6</b>	<b>6</b>	<b>6</b>

# Marking Criteria for Speaking

## MARKING CRITERIA FOR SPEAKING

20 marks

	4-3	2-1	0
<b>Fluency and Interaction</b>	Can communicate and interact more fully and with some pauses and hesitations which do not interfere with comprehension.  Can respect the rules of turn taking.	Can speak slowly, using hesitation to rephrase and search for vocabulary.  Can generally respect rules of turn taking.	Communication is inadequate and speech is very often affected by repetitions, pauses and self-correction.  Rules of turn taking are ignored.
<b>Vocabulary</b>	Can use a wide range of vocabulary and phrases appropriate to the context.	Can use basic vocabulary and phrases related to everyday objects, activities, and people.	Uses a very limited range or inappropriate vocabulary to talk about the topic.
<b>Spoken grammar</b>	Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.	Can use basic grammatical structures and construct simple sentence structures.	Shows insufficient control of simple grammatical forms and structures are all inaccurate.
<b>Content and Relevance</b>	Task is achieved in full.  Reply is relevant to the topic.	Task is partially achieved.  Reply is mostly relevant to the topic.	Task is not achieved.  Reply is irrelevant to the topic.
<b>Pronunciation, Intonation and Stress</b>	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.

# Marking Criteria for Writing

MARKING CRITERIA FOR WRITING					20 marks
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Content and Relevance</b>	Content is completely relevant. Task is achieved in full.	Content is mostly relevant. Task is mostly achieved.	Content is not always relevant. Task is achieved in part.	Content is under- developed. Task is hardly achieved.	Content is irrelevant. Task is not achieved.
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Organisation and Structure</b>	Writing is structured and organised in a logical manner. Cohesive devices are varied and link together well.	Writing is structured and organised into coherent prose. Cohesive devices are quite varied and generally correct.	Sentence structure and paragraphs are fairly correct though unambitious. Cohesive devices are rather limited.	Sentence structure and paragraphs show lack of control.	No attempt to structure and organise their writing.
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Vocabulary</b>	Wide-ranging and appropriate vocabulary	Very good range and appropriate vocabulary	Good range and appropriate vocabulary	Limited vocabulary, possibly seen in the repetition of words	Very limited and inappropriate choice of vocabulary
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Language use</b>	Varied and accurate grammatical structures and syntax  Excellent choice of expression	Quite varied and mostly accurate grammatical structures and syntax  Good choice of expression	Basic and sometimes inaccurate grammatical structures and syntax  Adequate choice of expression but with some inaccuracies	Limited and mostly inaccurate grammatical structures and syntax  Limited choice of expression with inaccuracies	Inaccurate grammatical structures and syntax  Very poor choice of expression and inaccurate
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Spelling &amp; Punctuation</b>	Accurate spelling and use of punctuation (no mistakes)	Good spelling and use of punctuation (1 to 3 different mistakes)	Adequate spelling and use of punctuation (4 to 6 different mistakes)	Poor spelling and use of punctuation (7 to 9 different mistakes)	Very poor spelling and hardly any use of punctuation (10 or more different mistakes)

Half Yearly Continuous Assessment Mark							This mark should be inputted in MySchool
College:		School:			Class:		
Index	Surname and Name	Listening 20%	Reading 20%	Speaking 20%	Writing 20%	Literature 20%	Final Percentage (100%)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

EXCEL SHEET  
 TO HELP AND SUPPORT  
 (Not compulsory but highly recommended)

# Ticking

---





# LV 6.2 I can understand audio-visual texts across a range of genres, identifying main ideas, specific information and key words.

**THE MAGICIAN'S SHOP - QUESTIONS**  
Tick (✓) the correct word, phrase or sentence to answer the questions.

- Where was the old shop?
  - at the corner of High Street
  - at the corner of New Street
  - at the end of High Street
  - at the end of Old Street
- What did Helen hear as she opened the door?
  - a telephone ringing
  - a bell chiming
  - people talking
  - a bird tweeting
- What was there in the section for spells?
  - spell books, wands and cloaks
  - cauldrons, magical ingredients and broomsticks
  - spell books, cauldrons and magical ingredients
  - magical ingredients, bats and boots
- Where were the shoes with tiny wings?
  - among the cages
  - below the window
  - on the ceiling
  - on the rack of magical shoes
- Which of the items would 'double' what you put inside it?
  - one of the boots
  - a sack
  - one of the purses
  - a hat
- How did the toads look?
  - happy
  - hungry
  - tired
  - miserable
- Why did the large sign say, 'OUCH - Do not put fingers near this cage'?
  - to warn customers that the bat would bite them
  - to stop customers from moving the cage
  - to stop customers from waking the bat
  - to warn customers that the bat would follow them
- What was the difference between the new and the old brooms?
  - The new brooms were on the floor in a corner.
  - The new brooms were inside plastic boxes.
  - The silver brooms shone by the old wooden ones.
  - The old brooms were shorter than the new ones.
- How did Helen know what would happen to girls who pricked their thumbs?
  - Her grandmother told her about them.
  - The Magician told her about them.
  - She listened to the news.
  - She read stories about them.
- What did Helen want to buy?
  - a pair of black, shiny boots
  - a cloak
  - a wand
  - an invisibility potion

**8/10**

11. Put a tick (✓) to show whether each sentence is TRUE or FALSE.

	TRUE	FALSE
a) Helen often looked at the things in the shop window.		
b) Helen had often been in the old shop.		
c) Some of the shelves in the shop were empty.		
d) The old shop was organised into sections.		
e) The wizard's hats were above the shelves.		
f) Helen's Dad had a Rover.		
g) An old Rover was a noisy spinning-wheel.		
h) The wands were in a glass cabinet.		

12. Fill in the blanks with a suitable WORD.

- Helen was \_\_\_\_\_ when she held the bag with the \_\_\_\_\_ potion.
- The \_\_\_\_\_ league boots were on the rack \_\_\_\_\_ the magical shoes. If someone wore the \_\_\_\_\_ of boots, \_\_\_\_\_ would happen.
- Helen thought about what \_\_\_\_\_ she had \_\_\_\_\_ the ancient spinning-wheel, but she \_\_\_\_\_ to buy it.

**5/6**

Comprehension - Student's Paper - Year 5 - 2018

**Total: 16**

<b>Started to be achieved (ST)</b>	<b>Partially achieved (PA)</b>	<b>Satisfactorily achieved (SA)</b>	<b>Fully achieved (FA)</b>
<b>0-24</b>	<b>25-50</b>	<b>51-80</b>	<b>81-100</b>
<b>0-6</b>	<b>7-13</b>	<b>14-20</b>	<b>21-25</b>
<b>0-4</b>	<b>5-10</b>	<b>11-15</b>	<b>16-20</b>
<b>0-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-10</b>

As from 2024, the **Year 6 Annual Examination paper** will include the following:

		<b>Marks (100)</b>	<b>Summative Exam (60%)</b>
<b><i>SPEAKING</i></b>	Task 1: Warmer Task 2: Single Picture Task 3: Compare and Contrast Task 4: Thematic Picture	<b>20</b>	<b>12%</b>
<b><i>LISTENING</i></b>	Task 1: Short (audio / audio-visual) Task 2: Long (audio / audio-visual)	<b>20</b>	<b>12%</b>
<b><i>READING</i></b>	Task 1: Short (non-continuous / continuous) Task 2: Long (non-continuous / continuous)	<b>30</b>	<b>18%</b>
<b><i>WRITING</i></b>	Task 1: Short (50 to 60 words) Task 2: Long (150 to 200 words)	<b>30</b>	<b>18%</b>

Please note that the language use component has been removed. Accuracy will be assessed through the productive skills of speaking and writing. Please refer to the Level 6 Examination Guidelines for more information.

thank  
you

Marie Claire Camilleri (Education Officer)  
[marie-claire.camilleri@ilearn.edu.mt](mailto:marie-claire.camilleri@ilearn.edu.mt)

Urieth Attard (Head of Department)  
[urieth.attard@ilearn.edu.mt](mailto:urieth.attard@ilearn.edu.mt)

Mary Jude Camilleri (Head of Department)  
[mary.jude.camilleri@ilearn.edu.mt](mailto:mary.jude.camilleri@ilearn.edu.mt)