

Stage 6

The following genres and text types are recommended at Stage 6:

Fiction: various genres including science fiction, extended narratives, stories with flashbacks, poetry including imagery, plays.

Non-fiction: a range of forms and impersonal writing including recounts (biography, autobiography, diaries), non-chronological reports (journalistic writing), explanations, arguments, discussions.

Reading

Develop broad reading skills*

- **6Ro1** Articulate personal responses to reading, with close reference to the text
- **6Ro2** Understand different word classes
- **6Ro3** Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text

Demonstrate understanding of explicit meaning in texts

- **6Rx1** Distinguish between fact and opinion in a range of texts and other media
- **6Rx2** Paraphrase explicit meanings based on information from more than one point in the text

Demonstrate understanding of implicit meaning in texts

- **6Ri1** Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented
- **6Ri2** Look for implicit meanings, and make plausible inferences from more than one point in the text

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **6Rw1** Comment on a writer's use of language, demonstrating awareness of its impact on the reader
- **6Rw2** Explore proverbs, sayings and figurative expressions
- **6Rw3** Analyse the success of writing in evoking particular moods, e.g. suspense
- **6Rw4** Begin to show awareness of the impact of a writer's choices of sentence length and structure
- **6Rw5** Understand the use of conditionals, e.g. to express possibility
- **6Rw6** Discuss and express preferences in terms of language, style and themes
- **6Rw7** Understand aspects of narrative structure, e.g. the handling of time
- **6Rw8** Analyse how paragraphs and chapters are structured and linked
- **6Rw9** Read and interpret poems in which meanings are implied or multi-layered
- **6Rw10** Explore the how poets manipulate and play with words and their sounds
- **6Rw11** Explore the use of active and passive verbs within a sentence
- **6Rw12** Understand changes over time in words and expressions and their use
- **6Rw13** Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets

* Broad reading skills are not assessed in the tests.

Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- **6Rv1** Recognise key characteristics of a range of non-fiction text types
- **6Rv2** Understand the conventions of standard English usage in different forms of writing
- **6Rv3** Understand language conventions and grammatical features of different types of text
- **6Rv4** Compare the language, style and impact of a range of non-fiction writing
- **6Rv5** Explore autobiography and biography, and first and third person narration
- **6Rv6** Identify features of balanced written arguments
- **6Rv7** Take account of viewpoint in a novel, and distinguish voice of author from that of narrator
- **6Rv8** 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

Writing

Develop broad writing skills*

- **6Wo1** Continue to learn words, apply patterns and improve accuracy in spelling
- **6Wo2** Use handwriting and IT effectively, making appropriate choices of presentation, to prepare writing for publication
- **6Wo3** Develop a personal handwriting style to write legibly, fluently and with increasing speed, choosing the writing implement that is best suited for a task

Select and develop content and use register and language appropriate to genre, purpose and audience

- **6Wa1** Establish and maintain a clear viewpoint, with some elaboration of personal voice
- **6Wa2** Develop some imaginative detail through careful use of vocabulary and style
- **6Wa3** Explore definitions and shades of meaning and use new words in context
- **6Wa4** Use the styles and conventions of journalism to write reports on events
- **6Wa5** Write a balanced report of a controversial issue
- **6Wa6** Develop skills of writing biography and autobiography
- **6Wa7** Adapt the conventions of a text type for a particular purpose
- **6Wa8** Select appropriate non-fiction style and form to suit specific purposes
- **6Wa9** Write non-chronological reports linked to work in other subjects
- **6Wa10** Summarise a passage, chapter or text in a given number of words
- **6Wa11** Argue a case in writing, developing points logically and convincingly
- **6Wa12** Use different genres as models for writing

Structure and organise ideas coherently using sections or paragraphs

- **6Wt1** Plan plot, characters and structure effectively in writing an extended story
- **6Wt2** Use paragraphs, sequencing and linking them appropriately to support overall development of the text
- **6Wt3** Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning
- **6Wt4** Use a range of devices to support cohesion within paragraphs
- **6Wt5** Use connectives to structure an argument or discussion

* Broad writing skills are not assessed in the tests.

Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- **6Wp1** Use a wide range of connectives to clarify relationships between ideas, e.g. however, therefore, although
- **6Wp2** Develop grammatical control of complex sentences, manipulating them for effect
- **6Wp3** Distinguish the main clause and other clauses in a complex sentence
- **6Wp4** Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences
- **6Wp5** Punctuate speech and use apostrophes accurately

Use accurate spelling

- **6Ws1** Learn word endings with different spellings but the same pronunciation, e.g. *-tion, -cian, -sion, -ssion; -ance, -ence*
- **6Ws2** Use correct choices when representing consonants, e.g. 'ck'/'k'/'ke'/'ch'; 'ch'/'tch'; 'j'/'dj'/'dje'
- **6Ws3** Further investigate spelling rules and exceptions, including representing unstressed vowels
- **6Ws4** Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. *im, in, ir, il; ad, ap, af, al* and knowing when to use double consonants
- **6Ws5** Know how to transform meaning with prefixes and suffixes
- **6Ws6** Explore word origins and derivations and the use of words from other languages
- **6Ws7** Investigate meanings and spellings of connectives

Speaking and listening

- **6SL1** Express and explain ideas clearly, making meaning explicit and respond to guidance about, and feedback on, the quality of contributions
- **6SL2** Use spoken language well to persuade, instruct or make a case, e.g. in a debate
- **6SL3** Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context
- **6SL4** Structure talk to aid a listener's understanding and engagement
- **6SL5** Speak confidently in formal and informal contexts
- **6SL6** Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas
- **6SL7** Help to move group discussion forward, e.g. by clarifying, summarising
- **6SL8** Prepare, practise and improve a spoken presentation or performance
- **6SL9** Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement
- **6SL10** Reflect on variations in speech, and appropriate use of standard English

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