

Year 6 End of Year Expectations: English



Year 6 English	
Reading	
Word Reading	Comprehension
<ul style="list-style-type: none"> ❖ Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. ❖ Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. ❖ Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<ul style="list-style-type: none"> ❖ Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. ❖ Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. ❖ Recommend books to others, giving reasons for their choices; state preferences. ❖ Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. ❖ Demonstrate that they have learned a wide range of poetry by heart. ❖ Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. ❖ Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. ❖ Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. ❖ During discussion, ask pertinent questions to enhance understanding. ❖ Make accurate and appropriate comparisons within and across different texts. ❖ Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. ❖ Distinguish between fact and opinion. ❖ Retrieve, record and present information from non-fiction texts. ❖ Identify key details which support main ideas; summarise content drawn from more than one paragraph. ❖ Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. ❖ Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.

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Year 6 English			
Writing			
Transcripton		Composition	
Spelling	Handwriting	Composition: Structure and Purpose	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> ❖ Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum. ❖ Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. ❖ Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns. ❖ Spell some challenging homophones from the YR 5-6 spelling appendix. ❖ Spell the majority of words from the YR 5-6 statutory word list. 	<ul style="list-style-type: none"> ❖ Writing is legible and fluent. ❖ (Quality may not be maintained at speed.) ❖ Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram 	<ul style="list-style-type: none"> ❖ Discuss and develop ideas; routinely use the drafting process before and during writing. ❖ Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. ❖ Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. ❖ Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. ❖ Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. ❖ Integrate dialogue to convey character and advance the action. ❖ Describe characters, settings and atmosphere, with some precision. ❖ Summarise longer passages, when required. ❖ Evaluate own and others' writing; proof read, edit and revise. 	<ul style="list-style-type: none"> ❖ Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'. ❖ Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points. ❖ Use modal verbs to indicate degrees of possibility. ❖ Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. ❖ Understand and use active and passive voice. ❖ Identify the subject and object. ❖ Identify synonym and antonym. ❖ Select vocabulary and grammar to suit formal and informal writing. ❖ Use vocabulary which is varied, interesting and precise. ❖ Use a dictionary and thesaurus to define words and expand vocabulary.