

## Writing Composition

- Identify the audience and purpose of the writing
- Choose the appropriate form for the audience and purpose of their writing
- Use similar writing as models for own writing but including their own ideas and innovations
- Note and develop initial ideas logically, drawing on reading or research where necessary
- Consider how authors have developed characters/settings in narrative texts that have been read, listened to, or seen performed

- Select appropriate grammar and rich vocabulary, understanding how such changes can make meaning clearer or can change the meaning
- In narratives, describe settings, characters, and atmosphere with precision and choices to control the effect
- Include dialogue to express character and advance action  
(*The speech of a character should cause any action in the story to move forward, or uncover relevant plot information*)
- Summarise a text, giving key information (*précising longer passages*)
- Use a range of devices to build cohesion within and across paragraphs: *time conjunctions, subordinating and co-ordinating conjunctions; adverbials; correct tense; developed noun phrases and varied pronouns (a chain of reference)*
- Use a wide range of devices to organise and present texts which help to guide the reader (*headings, sub-headings, bullet points and under-lining, numbering, fact boxes, pictures, diagrams and captions*)

- Assess the effectiveness of their own and others' writing
- Re-read own writing to check that the meaning is clear
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and make meaning clear
- Ensure the correct and consistent use of tense
- Ensure correct subject and verb agreement when using singular and plural
- Distinguish between the formal and informal spoken and written forms, using them in the correct context in writing
- Proof-read for spelling and punctuation errors
- Perform own compositions, attempting to use appropriate intonation, volume, and movement so that meaning is clear

[illegible]

## Year 6 Expectations for Reading

### Word reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words
- Use knowledge of phonemes and word derivations to pronounce words correctly, for example, *arachnophobia*
- Use prior knowledge of similar looking words to attempt correct pronunciation of unfamiliar words
- Ensure all letters in a word are considered when reading it
- Read fluently, using punctuation to inform meaning



## Year 6 Expectations for Spoken Language

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.



## Year 6 Expectations for



### Comprehension

- Read and discuss a range of fiction, poetry, plays, non-fiction and reference or text books to support other areas (*more complex, whole books where possible*)
- Read books that are structured in different ways and reading for a range of purposes (*Fiction and Non-fiction*)
- Increase familiarity with a wide range of books such as *modern fiction, books from our literary heritage and books from other cultures and traditions* and know their features
- Recommend books to friends, giving reasons for choices (*book reviews*)
- Identify and discuss themes and conventions in a wide range of writing, for example, *loss/heroism, use of the first person in diaries and auto-biographies*
- Compare different versions of texts, characters, themes and settings, explaining the differences and similarities
- Learn a range of poetry by heart, such as, *Narrative verse, Haiku, Sonnet, Ballad*
- Prepare poems and play scripts to read aloud and to perform, showing understanding through use of intonation, tone and volume so that the meaning is clear to the audience (use of DEAL drama)
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context
- Ask questions to improve understanding

- Make inferences such as, *inferring character's feelings, thoughts and motives from their actions*, justify inferences with evidence
- Make considered predictions from details stated and implied
- Summarise main ideas from more than one paragraph, identifying key details that support the main ideas
- Identify and comment on how writers use vocabulary, structure, grammatical features and presentation for effect such as, *precise vocabulary for clarity, short sentences to build up tension, adverbials to give detail, sub-headings*
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Learn the technical terms for figurative language such as, *metaphor, simile, personification, analogy, imagery, style and effect*
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction using skimming, scanning and text marking to identify key information in a text then make notes These skills should be applied (in reading history, geography and science textbooks, reading information leaflets or theatre programmes etc)
- Participate in discussions about books, building on own ideas and those of others', challenging views in a considerate way
- Explain and discuss understanding of what has been read, giving personal views and reasons why they have been formed
- Refer back to the text to support opinions, providing evidence
- Pupils should use the skills they have learnt earlier and continue to apply them to read for different reasons. *Eg, through reading for pleasure, or to find out information and meaning of new words*

## Year 6 Expectations:



### Spelling

- Use prefixes and suffixes, understanding how they affect root words, for example, *convert verbs into nouns by adding suffixes such as 'tion' and 'ure'*
- Spell words with silent letters such as, *knight, psalm, solemn*
- Continue to distinguish between homophones and other words which are often confused
- Spell identified misspelt words from the Year 5 and 6 word list
- Understand that the spelling of some words needs to be learnt specifically as they do not follow the rules
- Use the first 3 or 4 letters of a word to check its spelling and meaning in a dictionary
- Use a thesaurus
- Use a range of spelling strategies

### Handwriting

- Write legibly, fluently and with increasing speed
- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choose the writing implement that is best suited for the task
- Presentation of work should be consistently of a high standard

### Vocabulary, grammar and punctuation

- Recognise vocabulary and structures that are appropriate for formal speech and writing (*find out-discover; ask for - request; go in - enter*)
- Understand the difference between structures typical of informal speech and formal speech and writing (*for example, the use of question tags: He's your friend, isn't he? or the subjunctive form: If I were..., or Were they to come... in very formal speech*)
- Understand how words are related by meaning as synonyms and antonyms (*big, large, little - use of clines*)
- Understand and use the terms *subject, object, synonym and antonym* correctly
- Understand the difference between active and passive verbs to affect the presentation of information in a sentence (*I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)*)
- Use the perfect forms of verbs to mark relationships of time and cause
- Use expanded noun phrases to add detail to sentences and convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with *who, which, were, where, when, whose, that* or with an implied (*i.e. omitted*) relative pronoun
- Learn the grammar for years 5 and 6 in English Appendix 2
- Use commas to clarify meaning or avoid ambiguity in writing
- Use hyphens to avoid ambiguous meanings
- Choose precise, rich vocabulary to engage the reader and have an impact
- Begin sentences in a variety of ways: *adverbials, conjunctions, ing, ed*
- Use brackets, dashes or commas to show parenthesis
- Use semi-colons or dashes to mark boundaries between clauses
- Use a colon to introduce a list and semi-colons within a list
- Use bullet points to list information
- Use an ellipsis to show a word or words removed from a quote; to create suspense by adding a pause before the end of the sentence or to show a thought trailing off
- Know the different types of determiners and use correctly in own writing