

End of Year Expectations for Year 6 for New National Curriculum – EXPECTED (At National Standard)

Year 6 Reading	
Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <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. 	<p>Sufficient evidence shows the ability to...</p> <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.

Year 6 Writing

Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to...</p> <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 YR5-6 spelling appendix. ❑ Spell the majority of words from the YR 5-6 statutory word list. 	<p>Handwriting Evidence:</p> <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. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <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. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <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.