



End of Year Expectations for Year 6

Reading

Reading Comprehension

- Read and become familiar with a wide range of books, including modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.
- Read books that are structured in different ways.
- Recognise texts that contain features from more than one text type.
- Consider and evaluate how effectively texts are structured and laid out.
- Read non-fiction texts to support other curriculum areas.
- Read closely to ensure understanding.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes in a range of writing and across longer texts.
- Identify and discuss the conventions of different text types. Identify key points in an appropriate text.
- Learn a range of poetry by heart. For example, narrative verse, son-net.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Identify and comment on writer's choice of vocabulary, giving examples and explanation.
- Identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension.
- Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.
- Express a personal point of view about a text, giving reasons linked to evidence from texts.
- Raise queries about texts.
- Make connections between other similar texts, prior knowledge and experience and explain the links.
- Compare different versions of texts and explain the differences and similarities.
- Listen to others ideas and opinions about a text.
- Build on others' ideas and opinions about a text in discussion.
- Explain and comment on explicit and implicit points of view.
- Summarise key information from different parts of a text.
- Recognise the writer's point of view and discuss it.
- Present a personal point of view based on what has been read.
- Present a counter-argument in response to others' point of view.

- Provide reasoned justifications for their views.
- Refer to text to support opinion.
- Distinguish between statements of fact and opinion.
- Find information using skimming to establish main idea.
- Use scanning to find specific information.
- Text mark to make research efficient and fast.
- Organise information or evidence appropriately.

Word Reading

- Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.
- Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Use combined knowledge of phonemes and word derivations to pro-nounce words correctly. For example: arachnophobia, audience.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Writing

Transcription

- Convert verbs into nouns by adding suffixes, for example, tion, ure.
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Understand that the spelling of some words needs to be learnt specifically .
- Use dictionaries to check spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies.
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for a task (e.g quick notes, letters).

Composition

- Identify the audience for and purpose of writing.
- Choose the appropriate form and register for the audience and pur-pose of the writing.
- Use grammatical structures / features and choose vocabulary ap-pro-priate to the audience, purpose and degree of formality to make meaning clear and create effect.
- Use a range of sentence starters to create specific effects, for ex-ample, adverbials, conjunctions, ing, ed.
- Use developed noun phrases to add detail to sentences.

- Use the passive voice to present information with different emphasis.
- Use commas to mark phrases and clauses.
- Sustain and develop main ideas logically in narrative and non-narrative writing.
- Use character, dialogue and action to advance events in narrative writing.
- Summarise text, conveying key information.
- Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event.
- Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining.
- Assess the effectiveness of their own and others' writing.
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarifying meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing and choose the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.