



H.C.J.S - Year 6 English

These expectations are based upon the National Curriculum. The skills outlined below consolidate, develop and extend those skills taught in previous years.

By the end of Year 6, we would expect the majority of pupils to be able to:

Year 6 Reading

- read aloud and understand the meaning of new words
- participate in discussion about a widening range of texts, expressing views and preferences.
- read texts with different types of structure
- compare and contrast examples from the text.
- justify views by reference to the text
- make comparisons within and between books and between versions of the same text
- identify different genres
- identify and discuss themes and conventions in a text.
- learn by heart a range of poems
- prepare and perform poems
- monitor own reading for sense and self- correct
- ask themselves questions to improve their understanding
- identify main ideas in a paragraph and can summarise in their own words
- draw inferences from the text and explain their thinking with reference to the text
- predict what might happen next
- identify language, including figurative language which has been chosen for impact and discuss and evaluate the impact
- recognise distinctive language, structural and presentational features in their reading
- distinguish between fact and opinion and question what they read
- identify questions and use appropriate non- fiction texts to find the answers
- record information clearly and use notes effectively
- share opinions about books and give recommendations and reasons for their choices/views
- take part in discussions about books
- give explanations of their points and prepare responses to likely conflicting opinions

Year 6 Writing

Writing – Composition and Organisation

- identify the intended audience and purpose for writing and choose a suitable writing model
- draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own
- think aloud and record their ideas when planning, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write
- produce internally coherent paragraphs in a logical sequence and understands and deploys some hooking devices to create cohesion between paragraphs
- describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning

- précis longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions
- use further organisational and presentational devices to structure text and to guide the reader
- work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria
- propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing
- write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative
- spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them
- choose the appropriate register (standard or colloquial language as appropriate) for writing
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Spelling

- spell most common ps, psy, gn silent n words correctly
- distinguish and correctly spell most confusing pairs
- draw on a wider range of known root words to correctly spell inflected words and other words related by meaning
- operate some successful strategies for learning and recalling spelling of anomalous words
- spell words with prefixes and suffixes with or without associated changes in spelling: e.g. legible, preference, dependable
- confidently and readily turn to the dictionary to find the initial letter of any word, using the guide words to fine tune their search to the third or fourth letter and beyond, then independently read and understand the definition
- use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language
- use expanded noun phrases to convey complicated information concisely
- convert nouns or adjectives into verbs
- use prefixes to generate new verbs

Grammar and Punctuation

- use embedded relative clauses beginning with who, which, where, when, whose, that
- confidently use modal verbs or adverbs to indicate degrees of possibility
- confidently use the present perfect form of verbs to mark relationships of time and cause and is usually able to choose to use the past perfect form to mark relationships of time and cause
- use the passive voice appropriately
- use devices to build cohesion, including adverbials of time, place and number
- use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists
- punctuate bullet points accurately and uses hyphens to avoid ambiguity

Handwriting

- make choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy
- select the most appropriate writing instrument