

Year 6 English End of Year Expectations

Reading
Fluently and effortlessly reads a full range of age appropriate texts and uses appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
Determines the meaning of new words by applying morphological knowledge of root words, suffixes and prefixes.
Becomes familiar with a wide range of books from the English literary heritage as well as other cultures and traditions.
Is an avid reader and will read books that offer enjoyment and challenge understanding.
Knows the meaning of: vocabulary/words in context; retrieval and recording of key information; summarising main ideas; explaining and justifying inference; predication; comparisons and use of word choices when reading and analysing texts.
Completes detailed analysis of texts/extracts identifying reading strands or themes.
Explains characters' feelings, thoughts or reasons for their actions using evidence from the text.
Makes detailed comparisons within and across books/poems about characters, events and issues.
Further checks understanding of books through discussion and exploring the meaning of words in context.
Asks detailed questions to further improve understanding and challenge opinions and different points of view.
Makes developed inferences, explaining and justifying with textual evidence to support reasoning; make predictions, which are securely rooted in the text.
Predicts what might happen from details stated and implied in increasingly complex texts/extracts.
Identifies key details which support main ideas; summarises content drawn from more than one paragraph.
Identifies how language, structure and presentation contributes to meaning of the text.
Knows authors use particular language which will have impact on the reader.
Distinguishes between statements of fact and opinion.
Accurately retrieves, records and presents key/specific information from non-fiction texts.
Participates in class discussions and is able to provide reasoned justifications for their viewpoints and challenge the opinion of others.
Explains understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic or theme.
Recommends books to others, giving reasons for their choices; states preferences.
Writing
Handwriting is legible, jointed, and fluent and can write with speed.
Accurately spell KS1 and KS2 common words.
Able to spell words with 'silent letters' (knight, psalm, solemn).
Uses a dictionary to check spelling and meanings of words and a thesaurus for synonyms and antonyms.
Distinguishes between homophones and other words which are often confused.
Has increased knowledge of prefixes and suffixes and how to spell them as well as understand the guidance for adding them.
Knows the definitions of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, determiners, pronoun, possessive pronoun, clause, subordinate clause, direct speech, invert commas, vowels and consonants.
Knows the difference between vocabulary and structure of informal and formal speech.
Converts nouns or adjectives into verbs using suffixes. Knows verb prefixes.
Uses a relative clause or relative pronoun.
Uses passive verbs to affect the presentation of information in a sentence.
Uses the perfect form of verbs to mark relationships of time and cause.
Uses expanded noun phrases to convey complicated information.
Uses modal verbs or adverbs to explain how something might be possible.
When writing sentences uses: • Punctuation and grammar from previous years (capital letters, full stops, question marks, exclamation marks, tenses, inverted commas, apostrophes.) • Brackets, dashes or commas to indicate parenthesis. • Use of commas to clarify meaning or avoid ambiguity. • Use hyphens to avoid ambiguity. • Use semi-colons, colons or dashes to mark boundaries of independent clauses. • Use a colon to introduce a list and semi-colons within lists. • Accurate use of bullets points.
Writes sentences by: • Writes for purpose. • Researches and plans work. • Links ideas across paragraphs using adverbials, tense choices, repetition of words & ellipsis. • Devises to build cohesion within a paragraph. • Uses organisational and presentational devices. • Uses a range of grammar and vocabulary understanding how it can enhance meaning. • Develops more in-depth ideas about settings, characters, atmosphere, dialogues and plots. • Engages an audience in an interesting manner. • Re-reads and proof reads what has been written to check that it makes sense and there are no spelling, grammar or punctuation errors. • Edits work and peer assesses others' work suggesting improvements.

Oracy			
PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL/EMOTIONAL
• Speak fluently in front of an audience. • Have a stage presence • Consciously adapt, tone, pace and volume of voice	• Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy • Vary sentence structures and length for effect when speaking	• Construct a detailed argument or complex narrative • Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate • Reflect on their own and others' oracy skills and identify how to improve	• Use humour effectively • Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions