

## By the end of Year 6 we expect your child to be able to the following at Age Related Expectations in **writing**:

- **Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.**
- Makes notes and develops initial ideas, drawing on reading and research where necessary.
- When developing characters and settings for a narrative, the pupil considers, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.
- Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary, generally appropriate to purpose and audience.
- **In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.**
- **Integrates dialogue to convey character and advance the action.**
- Can shape and précis longer passages to adapt material appropriately for selected form.
- **Uses a wide range of devices to build cohesion within and across paragraphs.**
- **Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).**
- **Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).**
- Assesses the effectiveness of their own and others' writing.
- Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- **Ensures the consistent and correct use of tense throughout a piece of writing.**
- **Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register**
- **Proof-reads effectively for spelling and punctuation errors.**
- **Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/ request; go in/enter).**
- Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).
- **Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken').**
- **Recognises and uses different structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: 'He's your friend, isn't he?', or the use of subjunctive forms such as, 'If I were,' or 'Were they to come,' in some very formal writing and speech).**
- **Use a wide range of clause structures, varying their position within the sentence.**
- **Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis.**
- **Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).**
- **Uses the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up).**
- **Uses the colon to introduce a list and uses semi-colons within lists.**
- **Punctuates bullet points when listing information.**
- **Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').**
- **Uses further prefixes and suffixes and understands the guidelines for adding them.**
- **Spells some words with 'silent' letters, e.g. knight, psalm, solemn.**
- **Continues to distinguish between homophones and other words which are often confused.**
- **Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.**
- **Uses dictionaries to check the spelling and meaning of words.**
- Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Uses a thesaurus.
- **Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.**

- **Decides, as part of their personal style, whether or not to join specific letters.**
- Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
- Chooses the writing implement that is best suited for a task (e.g. quick notes, letters)

## By the end of Year 6 we expect your child to be able to the following at Age Related Expectations in **reading**:

- **Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.**
- **Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books**
- Reads books that are structured in different ways and reading for a range of purposes.
- **Increases their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.**
- Recommends books that they have read to their peers, explaining their reasoning through explicit explanation developed by close reference to the text.
- Identifies and discusses themes and conventions in and across a wide range of writing such as the use of the first person in writing diaries and autobiographies; or considering accounts of the same event, with identification of viewpoint developed through close reference to the text.
- **Makes comparisons within and across books. May contain some detailed discussion of textual conventions or features as used by writers from different periods, or ideas about how topics are treated differently in texts from different cultures.**
- Learns a wider range of poetry by heart.
- **Prepares poems and plays to read aloud and to perform, showing understanding through appropriate intonation, tone and volume so that the meaning is clear to an audience.**
- **Check that the book makes sense to them by discussing their understanding and exploring the meaning of words in context.**
- Asks questions to improve their understanding and explore ideas in detail.
- **Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. (Comments securely based in textual evidence with an attempt at detailed exploration).**
- **Predicts what might happen from details stated and implied. Justifies predictions with specific textual references or quotation.**
- **Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (incorporates apt textual reference or quotation to support argument).**
- Identifies how language, structure and presentation contribute to meaning. (eg explains how structural choices support writer's theme or purpose)
- Distinguishes between statements of fact and opinion.
- **Retrieves, records and presents information from non-fiction. Relevant points clearly identified including summary and synthesis of information from different sources in the text.**
- **Discusses and evaluates how authors use language, including figurative language, using appropriate terminology (eg imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader.**
- **Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.**
- Explains and discusses their understanding of what they have read, developing explanations through close reference to the text. Demonstrate understanding through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- **Provides reasoned justifications for their views, incorporating apt textual reference and quotation to support main ideas or argument.**