

Year 6 Reading Expectations



Year 6 Writing Expectations

Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met

Increases 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

Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context

Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Retrieves, records and presents information from non-fiction

Participates in discussions about books that are read to the individual and those that can be read independently

Provides reasoned justifications for their views about a book

By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English.

A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.

A child applies the skills of information retrieval e.g. in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.

Composition

Identifies the audience for, and purpose of, the writing

Selects the appropriate form and uses other similar writing as models for their own

Proof-reads for spelling and punctuation errors

Ensures the consistent and correct use of tense throughout a piece of writing

Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Can describe settings, characters and atmosphere

Spelling, punctuation & grammar

Uses dictionaries to check the spelling and meaning of words

Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter)

Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')

Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

Uses the colon to introduce a list

Punctuates bullet points to list information

By the end of Y6, a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.