

# Year 6 English

## Reading

Identify key details that support main ideas

Explain the effect of figurative and descriptive language

Make inferences about the characters' feelings, thoughts and motives

Find appropriate quotes to support my opinions and answers

Comment on the genre-specific language and structure an author has used to present information

Find and marks information quickly over a range texts using skimming, scanning and text-marking

Discusses and evaluates language choices

Identify the key features, themes and characters of a range of narrative poems

Explore a text to form predictions and opinions, and explain and justify with examples from the text

Identify and analyses the techniques the author has chosen to create different moods and feelings

Navigate several texts to select and compare information

Identify and explains the author's viewpoint in a text

Identify and analyse themes across a range of texts

Understand how the context affects the reader

Compare and contrasts the different styles of poets

Read between the lines by identifying subtle clues throughout a text

Recognises different character profiles and stereotypes, and how their environment influences their actions

Recognises and comments on explicit and implicit points of view

Distinguishes between fact and opinion

Use drama techniques to engage and interest the listener

Able to explain and justify their reading preferences

Discuss the different styles of authors and find examples to support

## Spelling

Medium frequency words and most of the words on the Y5&6 spelling list are spelt correctly

Good attempts are made at unknown words based on knowledge of phonics, root words and spelling rules.

Homophones and frequently confused words are mostly distinguished between.

## Fiction

When planning, applies knowledge of a range of different plot types (e.g cliff hangers, plot twist)

A suitable setting is chosen to support the events.

When creating characters, their traits, actions and dialogue help the reader to understand their motivations.

Dialogue is used to advance action and there is a balance between this, action & description.

Connectives and adverbials of time, place and number are used within and across paragraphs

Precise description of the setting creates atmosphere and allows the reader to imagine the time/place.

Attempts are made to engage the reader by the choice of vocabulary to have effect (create humour, suspense)

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## Non-Fiction

Selects the appropriate planning format based on the purpose of the writing.

Decides on the number of paragraphs needed and how to order the points within them.

Decides what the reader needs to know and adds details/ facts to inform/persuade/create an opposing view

The writing is appropriately structured and may successfully combine features from a range of genres.

Relevant language features (persuasive devices, explanatory language, generalisers) are used accurately

Appropriate vocabulary and grammatical structures are used correctly to reflect the level of formality required.

Uses paragraphs to organise ideas around a theme.

Content in the paragraph moves from general to specific, including sufficient detail/facts to illustrate the point.

Viewpoint is maintained and possible objections are beginning to be foreseen and addressed.

Considers the audience when deciding which presentational devices to use (e.g. headings, sub-headings)

Attempts are made to directly appeal to the reader (questions, emotive language)..

## Editing

Independently makes improvements to writing for example substituting words for greater effect,

Is able to re-phrase sentences to clarify meaning or for effect; changing their structure to provide greater variety

Uses proof-reading to correct most spelling, punctuation and grammar errors related to the Year 5&6 English

## Handwriting

Writing is legible and fluent even when writing at speed

Letters are consistently formed and the style of handwriting is appropriate to the task

## Grammar

Applies words that have been collected from Y6 reading, spelling & topic work appropriately when writing

Non-fiction writing includes relevant technical language and a good command of standard English is shown.

Uses pronouns, possessive pronouns and relative pronouns appropriately for clarity

Uses adverbs, fronted adverbials, and phrases (adverbial, prepositional & expanded noun) effectively

Uses a range of clause structures (main, relative, subordinate,)

Uses a range of connectives (time, causal, listing, adding, contrasting, emphasising, qualifying) to link ideas.

Verb tenses are usually accurate.

Forms the past tense using -ing to show things that are still happening, with 'have' to show something which happened recently

Uses the perfect form to mark relationships of time and cause.

Uses a range of different sentence types for variety and effect

Uses passive and modal verbs (to show degrees of possibility) mostly appropriately

## Punctuation

Capital letters, full stops, question marks and exclamation marks are used correctly to demark sentences.

Apostrophes are used correctly to show belonging and when forming contractions.

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Commas are used for clarity, including in lists and for parenthesis.

Brackets & dashes are also sometimes used for parenthesis and are selected correctly.

There is some correct use of semi-colons (within lists), colons (to introduce lists), dashes, ellipses and hyphens

Y6P3 Selects appropriately between direct and indirect speech adding punctuation correctly.

Direct speech includes punctuation within and surrounding the inverted commas.

A new paragraph is started each time a different character speaks.

## Speaking and Listening by end of UKS2

Listens actively, making responses which show a high level of understanding.

Is able to paraphrase what has been said to clarify understanding and ask relevant follow up questions

Makes use of an extensive vocabulary pronouncing words correctly

Initiates and enthusiastically joins in discussions

Asks open, closed and speculative questions to obtain information, and challenge others opinions

Responds confidently, providing appropriate and detailed answers, which includes facts to justify their opinions

Speaks and responds effectively and confidently during formal and informal situations,

Performs with confidence, using voice and gesture to create believable character depictions.

Shows a clear understanding of audiences and uses a range of techniques to move, amuse and entertain

Plans how to structure and present information, opinions and debates related to experiences.

Shows confidence when responding to questions from the audience to clarify their opinions

Uses talk to effectively collaborate with others, negotiating roles and seeking consensus.

Social courtesies are used automatically