

READING – WORD READING

- read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling

WRITING Composition

- plan his/her writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own
- plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary
- plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed
- draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning
- draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- draft and write by accurately précising longer passages
- draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
- draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables
- evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning
- evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2
- evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
- evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling errors linked to spelling statements for year 6
- proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens
- confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear

READING – COMPREHENSION

- maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes
- maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions
- maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing
- maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books
- maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart
- understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- understand what he/she reads by identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for his/her views

Writing: Transcription – Spelling

- add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference
- use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter
- distinguish between homophones and other words which are often confused English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1
- use a thesaurus with confidence

WRITING: Transcription – Handwriting

- write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters
- write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

WRITING: Vocabulary, Grammar and Punctuation

- understand 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
- understand how words are related by meaning as synonyms and antonyms e.g. big, large, little
- use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)
- understand the difference between 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
- link 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 layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up
- use the colon to introduce a list and use of semi-colons within lists
- use bullet points to list information
- understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover
- understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points

Literacy
YEAR 6