

Year 6 Reading			
Word Reading		Comprehension	
<p>Sufficient evidence shows the ability to... Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</p> <p>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</p> <p>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear</p>		<p>Sufficient evidence shows the ability to... Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. Recommend books to others, giving reasons for their choices; state preferences. Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. Demonstrate that they have learned a wide range of poetry by heart. Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. During discussion, ask pertinent questions to enhance understanding. Make accurate and appropriate comparisons within and across different texts. Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. Distinguish between fact and opinion. Retrieve, record and present information from non-fiction texts. Identify key details which support main ideas; summarise content drawn from more than one paragraph. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.</p>	
Year 6 Writing			
Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to... Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum. Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns. Spell some challenging homophones from the YR 5-6 spelling appendix. Spell the majority of words from the YR 5-6 statutory word list.</p>		<p>Handwriting Evidence: Writing is legible and fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>	
		<p>Composition: structure and purpose Sufficient evidence shows the ability to... Discuss and develop ideas; routinely use the drafting process before and during writing. Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p>	
		<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'. Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points. Use modal verbs to indicate degrees of possibility. Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. Understand and use active and passive voice.</p>	

		<p>Integrate dialogue to convey character and advance the action. Describe characters, settings and atmosphere, with some precision. Summarise longer passages, when required. Evaluate own and others' writing; proof read, edit and revise.</p>	<p>Identify the subject and object. Identify synonym and antonym. Select vocabulary and grammar to suit formal and informal writing. Use vocabulary which is varied, interesting and precise. Use a dictionary and thesaurus to define words and expand vocabulary.</p>
Greater Depth			
<p>The pupil can write for a range of purposes and audiences:</p> <p>Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures</p> <p>Selecting verb forms for meaning and effect</p> <p>Using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</p>			