



# Year 6 English

## Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

The curriculum in Key Stage 2 builds on the knowledge and skills that pupils have been taught at Key Stage 1. Spoken language underpins the development of pupils' reading and writing. Reading at KS2 consists of two dimensions: word reading and comprehension (both listening and reading). Pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Writing is composed of three strands: transcription (spelling and handwriting), composition (articulating ideas and structuring them in speech and writing) and vocabulary, grammar and punctuation.

	Key Performance Indicators	Age Related Expectations
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>- Identifies and asks appropriate questions to seek information, views and feelings.</li> <li>- Prepares poems and plays to read aloud showing understanding through intonation, tone and volume so that the meaning is clear to the audience. Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</li> <li>- Participates in debates, building on their own and others' ideas.</li> <li>- Participates in group and class discussions.</li> <li>- Recognises and discusses features of spoken language, including formal and informal language.</li> </ul>	<p>A child should be able to listen and respond in a range of contexts, thinking about what has been said and the language used.</p> <p>A child can speak coherently and confidently for a variety of purposes and audiences.</p> <p>A child is beginning to demonstrate a mastery of language through public speaking, performance and debate.</p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>- Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met.</li> <li>- Reads age-appropriate books with confidence and fluency</li> <li>- Reads aloud with intonation that shows understanding</li> <li>- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.</li> <li>- Provides reasoned justifications for their views about a book.</li> <li>- Predict what might happen from details stated and implied.</li> <li>- Summarise main ideas, identifying key details and using quotations.</li> <li>- Evaluates how authors use language. Including figurative language, considering the impact on the reader.</li> <li>- Makes comparisons within and across books.</li> <li>- Learns a wider range of poetry by heart.</li> <li>- Retrieves, records and presents information from non-fiction.</li> </ul>	<p>By the end of Y6 a child's reading should be fluent and effortless across all subjects, not just in English.</p> <p>A child can: read independently, including books they would not choose to read; compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</p> <p>A child understands the majority of terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect.</p> <p>A child applies the skills of information retrieval e.g. in reading history, geography and science textbooks.</p>
<b>Writing (Composition)</b>	<ul style="list-style-type: none"> <li>- Plan writing by developing initial ideas, drawing on reading and research if needed.</li> <li>- Selects the appropriate form and uses other similar writing as models for their own.</li> <li>- Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</li> <li>- Uses adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</li> <li>- Uses a wide range of clause structures, sometimes varying the position within the sentence.</li> <li>- Creates atmosphere, and integrates dialogue to convey character and advance the action.</li> </ul>	<p>A child can write for a range of purposes and audiences, including writing a short story.</p> <p>A child should be able to select appropriate vocabulary and grammar for a piece of writing to reflect the audience and purpose and the level of formality.</p> <p>A child can: consciously control the structure of sentences in writing generate ideas, draft, and re-read a piece of writing to check that the meaning is clear.</p>
<b>Writing (Vocabulary, punctuation and grammar)</b>	<ul style="list-style-type: none"> <li>- Uses dictionaries to check the spelling and meaning of words.</li> <li>- Selects vocabulary and grammatical structures that reflect the level of formality required most of the time. (e.g. find out - discover; ask for - request; go in - enter).</li> <li>- Uses passive and modal verbs mostly appropriately.</li> <li>- Uses layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</li> <li>- Punctuates bullet points to list information.</li> <li>- Uses inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and makes some use of semi-colons, dashes, colons and hyphens.</li> <li>- Understands terminology such as subject, object, active/ passive voice, synonym, antonym, ellipsis.</li> </ul>	<p>By the end of Year 6 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.</p> <p>A child can apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading.</p>



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<b>Transcription and Spelling</b>	<ul style="list-style-type: none"><li>- Uses further prefixes and suffixes accurately including negative prefixes.( in, im, ir, il)</li><li>- Understands that the spelling of some words needs to be learnt specifically.</li><li>- Uses a variety of strategies for spelling that can be applied to 'new' (previously unseen) words.</li><li>- Uses a thesaurus to find appropriate alternative words.</li><li>- Applies consistently the correct version of words which have homophones. (e.g. stationary / stationery, past /passed)</li></ul>	<p>A child applies most of the Year 6 spelling rules when writing independently.</p> <p>They maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>
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