

Year 6

By the end of Year 6, children are expected to be able to do all of the following in Reading and Writing

Reading

Word Reading and Fluency; On Track to be a free reader by the end of Year 6.

Read age appropriate books with confidence and fluency including a whole novel.

Read aloud with intonation that shows understanding. To work out the meaning of words using the context.

Is able to give an accurate definition of a word based on knowledge of prefixes and suffixes.

Comprehension

Can explain and discuss their understanding of what they have read drawing on inference and justifying these with evidence.

Predict what might happen from details stated and implied.

Retrieve information from fiction and non-fiction.

Summarise main ideas, identifying key details and using quotations for illustration.

Evaluate how authors use language, including figurative language, considering the impact on the reader.

Identify / explain how meaning is enhanced through choice of words and phrases.

Make comparisons within and across books.

Writing

Working towards the expected standard

I can use paragraphs to organise ideas.

I can use different verb forms mostly accurately.

I can use some cohesive devices within and across sentences and paragraphs.

I can describe settings and characters.

I can use headings, sub headings and bullet points to structure non-fiction writing.

I can use capital letters mostly correctly.

I can use full stops mostly correctly.

I can use exclamation marks mostly correctly.

I can use commas for lists mostly correctly.

I can use apostrophes for contraction mostly correctly.

I can use inverted commas for direct speech mostly correctly.

I can produce legible joined handwriting.

I can spell most words correctly (Years 3 and 4).

I can spell some words correctly (Years 5 and 6).

Working at the expected standard

I can write for a range of purposes and audiences (including short stories)

I can describe settings, characters and create atmosphere.

I can integrate dialogue to convey character and advance the action

I can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.

I can use a range of cohesive devices: adverbials, conjunctions, pronouns, synonyms - within and across sentences and paragraphs

I can use passive verbs

I can use modal verbs

I can use inverted commas correctly

I can use commas for clarity mostly correctly

I can use punctuation for parenthesis mostly correctly

I can make some correct use of semi-colons

I can make some correct use of dashes

I can make some correct use of colons

I can make some correct use of hyphens

I can use an apostrophe for plural possession.

I can spell most words correctly (years 5 and 6)

I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters – at speed

Working at greater depth within the expected standard

I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures

I can select verb forms for meaning and effect

I can use the full range of punctuation taught at key stage 2, including dashes, hyphens and colons and semi-colons to mark the boundary between independent clauses, mostly correctly

I can identify the language of speech and writing and choose when best to use them.

I can use other writer's styles to influence my own.