

End of Year 6 expectations – English

“The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.”

Vocabulary, Grammar and Punctuation

- Use adverbial phrases and expanded noun phrases to consciously engage, entertain and inform the reader
- Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while)
- Use apostrophes to mark singular and plural possession (e.g. the girl’s boots, the boys’ boots)
- Use of commas to separate phrases or clauses
- Use of inverted commas and other punctuation to indicate direct speech: a comma after the reporting clause and punctuation within inverted commas (e.g. The conductor shouted, “Sit down!”)
- Use brackets, dashes or commas to indicate an afterthought or explanation
- Use semi-colons, colons or dashes to mark boundaries between independent clauses
- Some variation in sentence structure through a range of openings: adverbials (e.g. sometime later); subject reference (e.g. they, the boys); speech
- Evidence of deliberate, ambitious and adventurous language choices

Transcription (Spelling and Handwriting)

- Children are able to spell:
 - the majority of the Year 5/6 word list
 - the prefixes – dis, mis, im, re, sub, inter, super, anti, auto,
 - the suffix –tion, sion, ssion, cian
 - homophones or near homophones (e.g. accept, except, affect, effect)
 - Words with numerous syllables that have unstressed vowels
- Write in a consistent and fluent style with letters and words appropriately placed

Composition

- Sequence sentences logically to extend ideas
- Show main features of structure to organise events or information within paragraphs/sentences e.g. use of pronouns or adverbials
- Create an appropriate opening and closing which tie together to impact on the reader
- Related events or ideas organised into paragraphs or sections to support the content of the writing in different text types
- Content balanced between action and dialogue or fact and opinion
- Some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases)
- Use a wide range of devices to build cohesion within and between paragraphs (e.g. use of adverbials of time, place and number or tense choices)

Reading - Word Reading

- In reading a range of strategies used mostly effectively to read with fluency, understanding and expression

Comprehension

- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Decide what to include in note taking to gain a precise summary of key points
- Use direct evidence from sections of texts to explain and justify more detailed opinions
- Use inference to develop detailed and reasoned justifications for their views
- Begin to use clues in language to set the text in context
- Comment on how narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories)
- Evaluate the presentation of texts in their effectiveness for conveying information
- Comment on how the narrative structure can be used to engage and affect the reader (e.g. flashbacks, cliff hangers)
- Understand how paragraphs are linked to build knowledge, tension or dynamic
- Identify and comment on the use of expressive figurative and descriptive language and how this is used to help the reader visualise the setting, character and events
- Explain how writers use language to influence reader’s viewpoint
- Consider how the reader’s experiences and context influence the effect of a text
- Understand that the same themes and conventions can be presented in a variety of ways and evaluate the impact
- Explain and discuss their understanding of what they have read, including through formal presentations and debates
- Compare the detail with which different sources convey information
- Express preferences for texts by sharing an understanding of significant ideas, themes, events and characters and their impact on the reader