

About the statements

The statements detailed in this booklet give an overview of the end of year expectations for most children in Year 6. It is important to note that children may find some aspects of English easier than others. For example, a child may find word reading easy but show less confidence in their comprehension or when explaining answers to more detailed questions about what they have read. In writing, some children may have good composition skills and can think of ideas for their writing but show less confidence in their sentence structure and use of punctuation. Please refer to your child's personalised targets which will give more detail about the areas in reading and writing that they should be working on each half term.

In addition to reading and writing, the English curriculum also covers spoken language and listening skills. Talking to your child at home about their ideas and opinions, modelling appropriate conversational skills and encouraging children to listen carefully and respond appropriately to others is also a key part of supporting your child in their English development. The weekly discussion topics on the school newsletter offer a good starting point for purposeful conversations at home.



Useful websites

<https://www.activelearnprimary.co.uk/login?c=0>

The children have their own Active Learn logins which gives them access to a wide variety of games linked to the spelling, punctuation and grammar objectives.

<http://resources.woodlands-junior.kent.sch.uk/literacy/>

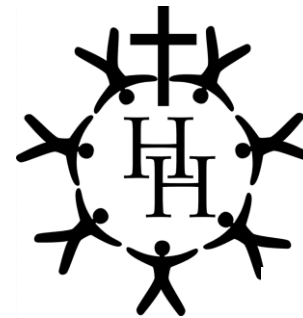
There are lots of links to useful games on this website.

<http://www.bbc.co.uk/newsround>

The Newsround website is a great starting point for discussion topics at home linked to current affairs and topics that interest children. It is advised that children access this site with an adult to ensure all topics are relevant and suitable for their age.

Hanging Heaton C of E (VC) J & I School

Supporting your child at home



Year 6



English

A booklet for parents

Reading expectations

These statements show what most children are expected to be able to do in reading by the end of Year 6:

Word reading

I use the words and word parts that I can read and understand already to think about what new words mean and sound like.

Comprehension

I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.

I understand what I read, even though books are set out in different ways and are written for different purposes.

I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.

I like to recommend books I have read to my friends.

I am able to identify and discuss themes and conventions in and across a wide range of writing.

I can make comparisons within and across books I have read.

I have learnt a wider range of poems by heart.

I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.

I check my understanding of books I have read through discussion and exploring the meaning of words.

I can ask questions about what I have read to further improve my understanding.

I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.

From my reading, I can predict what may happen in a story from details given and suggested in the text.

I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.

I can show how language, structure and presentation all contribute to meaning in texts I read.

I know authors use particular language which will have impact on me, the reader.

I can distinguish between statements of fact and opinion.

I can retrieve, record and present information from non-fiction.

I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.

I can present or debate on topics I have read about, using notes if necessary.

I am able to justify my views.

Writing expectations

These statements show what most children are expected to be able to do in writing by the end of Year 6:

Transcription

I add prefixes and suffixes using the rules we have worked on in class.

I can spell some words that include silent letters, such as knight, psalm and solemn.

I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').

I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.

I use a dictionary to check how words are spelled and what words mean.

I use the first three or four letters of a word to quickly find it in a dictionary.

I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.

Handwriting

I make sure others can read my handwriting and decide whether or not to join specific letters.

I choose the writing tool that is best suited for a task.

Composition

I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.

I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.

I plan my writing by considering how other authors have developed characters and settings.

I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

I review my work to further describe and develop settings, characters and the narrative atmosphere.

I can precis a longer passage to create a short text with the same meaning.

I use themes and details across my texts to help link paragraphs together into a flow of text.

I use headings, bullet points and underlining to structure and guide a reader through my writing.

I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.

I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.

I ensure I use the consistent and correct use of tense throughout a piece of writing.

I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.

I proof-read my work to correct spelling and punctuation mistakes.

I read aloud my own work so the meaning is clear, fluent and flows correctly.

Grammar and Punctuation

I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.

I can write out formal speech or texts using appropriate vocabulary.

I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.

I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).

I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.

I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.

I mark out separate clauses in a sentences by using a semi-colon or colon.

I use a colon to indicate the beginning of a list.

I use bullet points accurately when constructing a list.

I can talk about my work using the learning from my Year 6 grammar list.