



Crowmarsh Gifford Church of England Primary School

■Care ■Grow ■Persevere ■Shine

Below are the age-related expectations your child is working towards throughout this year. These have been taken from 'Insight' our school data tracking system.

Year 6	End of Year Reading Expectations
Fluency	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Comprehension	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Retrieve, record and present information from non-fiction in a variety of ways</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Make comparisons within and across books</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Answer literal questions using skimming and scanning to locate the same words as the key words that appear in the question, and synonyms</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what has happened and what may happen from details stated and implied, explaining and justifying answers</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and the impact on meaning</p> <p>Distinguish between statements of fact, opinion and emotive language to support understanding and evaluation of NF texts</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p>



End of Year Writing Outcomes

Year 6
Text structure/cohesion
Use verb tenses consistently and correctly throughout their writing
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
Use a range of devices to build cohesion within and across paragraphs <ul style="list-style-type: none">○ Range of conjunctions○ Adverbials of time and place, and action○ Headings, subheadings, columns, bullets, tables to structure text
In narratives: <ul style="list-style-type: none">○ Describe settings, characters and atmosphere○ Integrate dialogue to convey character and advance the action
Sentence construction
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately: Add detail and precision using: <ul style="list-style-type: none">○ Adverbials○ Prepositional phrases○ Expanded noun phrases Use wide range of sentence structures, sometimes varying their position within the sentences: <ul style="list-style-type: none">○ Relative clauses○ Implied / omitted relative pronoun○ Subordination / coordination correctly punctuated○ Variety of sentences lengths to control pace / impact
Use contracted forms in dialogues in narrative
Use passive verbs to affect how information is presented
Use modal verbs to suggest degrees of possibility
Punctuation
Use the range of punctuation taught at key stage 2 mostly correctly: Yr3/4 <ul style="list-style-type: none">○ Commas after fronted adverbials○ Inverted commas and other speech punctuation Yr5 <ul style="list-style-type: none">○ Commas for clarity○ Brackets, dashes, commas for parenthesis Yr6 <ul style="list-style-type: none">○ Semicolons, colons and dashes to mark boundaries between independent clauses○ Colon to introduce list○ Hyphens to avoid ambiguity
Spelling and Handwriting
Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Maintain legibility in joined handwriting when writing at speed and at length