

Assessing Reading: Meeting Year 6 Expectations

Year 6 Expectations: Word Reading

- Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words
- Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Use combined knowledge of phonemes and word derivations to pronounce words correctly. For example: arachnophobia, audience
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Read fluently, using punctuation to inform meaning

Year 6 Expectations: Comprehension

- Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Read books that are structured in different ways
- Recognise texts that contain features from more than one text type
- Consider and evaluate how effectively texts are structured and laid out
- Read non-fiction texts to support other curriculum areas
- Read closely to ensure understanding
- Recommend books that they have read to their peers, giving reasons for their choices
- Identify and discuss themes in a range of writing and across longer texts
- Identify and discuss the conventions of different text types
- Identify key points in an appropriate text
- Learn a range of poetry by heart. For example, narrative verse, sonnet
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

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Year 6 Expectations: Comprehension

- Identify and comment on writer's choice of vocabulary, giving examples and explanation.
- Identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension
- Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts
- Express a personal point of view about a text, giving reasons linked to evidence from texts
- Raise queries about texts
- Make connections between other similar texts, prior knowledge and experience and explain the links
- Compare different versions of texts and explain the differences and similarities
- Listen to others' ideas and opinions about a text
- Build on others' ideas and opinions about a text in discussion

- Explain and comment on explicit and implicit points of view
- Summarise key information from different parts of a text
- Recognise the writer's point of view and discuss it
- Present a personal point of view based on what has been read
- Present a counter-argument in response to others' points of view
- Provide reasoned justifications for their views
- Refer to the text to support opinion
- Distinguish between statements of fact and opinion
- Find information using skimming to establish main idea
- Use scanning to find specific information
- Text mark to make research efficient and fast
- Organise information or evidence appropriately

Assessing Writing: Meeting Year 6 Expectations

Year 6 Expectations: Transcription

- Convert verbs into nouns by adding suffixes. For example, tion, ure
- Distinguish between homophones and other words which are often confused
- Spell identified commonly misspelt words from Year 5 and 6 word list
- Understand that the spelling of some words needs to be learnt specifically
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use a range of spelling strategies
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters)

Year 6 Expectations: Composition

- Identify the audience for and purpose of the writing
- Choose the appropriate form and register for the audience and purpose of the writing
- Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect
- Use a range of sentence starters to create specific effects. For example – adverbials, conjunctions, ing, ed
- Use developed noun phrases to add detail to sentences
- Use the passive voice to present information with a different emphasis
- Use commas to mark phrases and clauses
- Sustain and develop main ideas logically in narrative and non-narrative writing
- Use character, dialogue and action to advance events in narrative writing
- Summarise text, conveying key information
- Write paragraphs with a topic sentence which clearly signal a change in, for example - subject, time, place, event
- Use organisational and presentational devices to structure text and to guide the reader. For example - headings, bullet points, underlining

Assessing Writing: Meeting Year 6 Expectations

Year 6 Expectations: Composition

- Assess the effectiveness of their own and others' writing
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing
- Distinguish between the correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing and choose the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear