

Year 6 Reading		
	Word Reading	Comprehension
Emerging	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read independently and with some fluency, a range of age-appropriate texts from those specified in the YR 5-6 programme of study.</li> <li><input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of some root words and affixes e.g. possible/possibly; prefer/preferring; confident/confidence.</li> <li><input type="checkbox"/> With occasional guidance, use appropriate intonation, tone and volume when reciting and reading aloud to an audience.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</li> <li><input type="checkbox"/> Become familiar with the range of text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li> <li><input type="checkbox"/> Form reading preferences; be able to recommend some to peers, giving reasons for choices.</li> <li><input type="checkbox"/> With guidance initially, identify and comment on themes and conventions across some text types.</li> <li><input type="checkbox"/> Read and recite some age-appropriate poetry which has been learned by heart.</li> <li><input type="checkbox"/> Identify the kind of language typical in some text types; also the structural and presentation features e.g. sub-headings and bullet points; how a letter is set out. Develop the ability to explain its use.</li> <li><input type="checkbox"/> Show, discuss and explore their understanding of the meaning of vocabulary in context. Explain challenging words by using other known words.</li> <li><input type="checkbox"/> Discuss the effect of language, including some of the following: simile, metaphor, imagery; personification.</li> <li><input type="checkbox"/> Readily ask questions to enhance understanding.</li> <li><input type="checkbox"/> Make comparisons within texts; attempt comparisons across texts.</li> <li><input type="checkbox"/> Draw inferences such as characters' feelings, thoughts and motives; develop the habit of using textual evidence to support comments; make predictions.</li> <li><input type="checkbox"/> Sort fact from opinion with some success.</li> <li><input type="checkbox"/> Retrieve, record and present information from non-fiction texts.</li> <li><input type="checkbox"/> Find key words or information. With guidance, form a simple summary across several paragraphs.</li> <li><input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li> <li><input type="checkbox"/> Develop the ability to explain what they know or have read, including through formal presentation and debates.</li> </ul>

## Year 6 Reading

	Word Reading	Comprehension
Expected – (at national standard)	Sufficient evidence shows the ability to...	Sufficient evidence shows the ability to...
	<ul style="list-style-type: none"><li>❑ Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</li><li>❑ Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.</li><li>❑ Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li></ul>	<ul style="list-style-type: none"><li>❑ Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.</li><li>❑ Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li><li>❑ Recommend books to others, giving reasons for their choices; state preferences.</li><li>❑ Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.</li><li>❑ Demonstrate that they have learned a wide range of poetry by heart.</li><li>❑ Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.</li><li>❑ Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.</li><li>❑ Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.</li><li>❑ During discussion, ask pertinent questions to enhance understanding.</li><li>❑ Make accurate and appropriate comparisons within and across different texts.</li><li>❑ Make developed inferences e.g. characters’ thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</li><li>❑ Distinguish between fact and opinion.</li><li>❑ Retrieve, record and present information from non-fiction texts.</li><li>❑ Identify key details which support main ideas; summarise content drawn from more than one paragraph.</li><li>❑ Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others’ views courteously.</li><li>❑ Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.</li></ul>

Year 6 Reading		
	Word Reading	Comprehension
Exceeding	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</li> <li>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. tolerance, substantial. Able to pronounce homophones or near homophones appropriately e.g. advice/advise; prophecy/prophesy.</li> <li>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Demonstrate a positive attitude by frequently reading a wide range of highly challenging or sophisticated texts, both fiction and non-fiction.</li> <li>Show confidence with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li> <li>Recommend books to their peers, giving detailed reasons for their choices; state and substantiate reading preferences.</li> <li>Accurately and independently identify and comment on the features, themes and conventions across a range of writing, including more obscure or underlying themes.</li> <li>Demonstrate that they have learned a wide range of poetry by heart.</li> <li>Identify language, structural and presentational features in texts (e.g. idiom, rhetoric, imagery, sub-plots, sentence structures which mimic content) and explain how they contribute to meaning.</li> <li>Use contextual evidence to further explore the text; identify finer meanings of words; discuss and explore their understanding of challenging vocabulary.</li> <li>Identify the effect of figurative language; explain and evaluate its effect e.g. impact of a phrase on the reader; suitability of a chosen simile; personification.</li> <li>Ask probing questions to enhance understanding; pose hypotheses.</li> <li>Make accurate and insightful comparisons within and across different texts.</li> <li>Draw inferences including hidden meanings or plays on words; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.</li> <li>Distinguish between fact and opinion; discuss ambiguity between the two.</li> <li>Retrieve, record and present information from non-fiction texts, independently and creatively.</li> <li>Confidently summarise content drawn from more than one paragraph.</li> <li>Participate in discussion about books, expressing and justifying opinions, building ideas and challenging others' views courteously.</li> <li>Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.</li> </ul>

**YR 6 - Suggested texts to support assessment of independent reading: \*NB - many other texts can be used in the same way.**

Big Cat Collins: diamond / pearl  
Rigby Star Navigator Non-fiction

New Reading 360 Stage 12 Core readers and  
Pocket books

Usborne Young Reading Series: Magenta

Collins Primary Dictionary and Collins Primary  
Thesaurus

Collins Concise School Dictionary (Age 10+)

**Paperbacks and picture books:**

War Horse

Wolf Brother

The White Horse of Zennor

Waiting for Anya

The Lying Carpet

Inkheart

Kensuke's Kingdom

Tom's Midnight Garden

Five Children and It

Skellig

Journey to the River Sea

There's a boy in the girls' bathroom

The Unforgotten Coat

Year 6 Writing				
Emerging	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.</li> <li>Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.</li> <li>Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix, and some from YR 5-6.</li> <li>Accurately spell some common homophones that are often confused e.g. father, farther, further.</li> <li>Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>Writing is usually legible and fluent. (Quality may not be maintained at speed.)</li> <li>Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Discuss ideas; use the drafting process before and during writing.</li> <li>Show some features of correct writing form, using models of similar writing.</li> <li>Use paragraphs to organise information around a theme.</li> <li>Use a range of devices to link time and place within and across paragraphs e.g. adverbials.</li> <li>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</li> <li>Sometimes include direct speech to indicate character or event.</li> <li>Describe characters, settings and plot within narrative writing.</li> <li>Identify key words and ideas.</li> <li>Evaluate own and others' writing; proof read, edit and revise.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.</li> <li>Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.</li> <li>Use modal verbs e.g. could, should, might, will.</li> <li>Choose tense which is usually appropriate.</li> <li>Begin to recognise the 'active' and 'passive' voice.</li> <li>With guidance, identify the subject and object of a sentence.</li> <li>Identify and select synonyms and antonyms.</li> <li>Use vocabulary and grammar to suit formal and informal writing, with some success.</li> <li>Create expanded noun phrases to convey information and description.</li> <li>Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.</li> <li>Usually conform to Standard English e.g. we were, they were, I did, those books.</li> </ul>

Year 6 Writing				
Expected (at national standard)	Transcription		Composition	
	Spelling Sufficient evidence shows the ability to...	Handwriting Evidence:	Composition: structure and purpose Sufficient evidence shows the ability to...	Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...
	<p><input type="checkbox"/> Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.</p> <p><input type="checkbox"/> Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.</p> <p><input type="checkbox"/> Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.</p> <p><input type="checkbox"/> Spell some challenging homophones from the YR 5-6 spelling appendix.</p> <p><input type="checkbox"/> Spell the majority of words from the YR 5-6 statutory word list.</p>	<p><input type="checkbox"/> Writing is legible and fluent. (Quality may not be maintained at speed.)</p> <p><input type="checkbox"/> Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>	<p><input type="checkbox"/> Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p><input type="checkbox"/> Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p><input type="checkbox"/> Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p><input type="checkbox"/> Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p><input type="checkbox"/> Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p><input type="checkbox"/> Integrate dialogue to convey character and advance the action.</p> <p><input type="checkbox"/> Describe characters, settings and atmosphere, with some precision.</p> <p><input type="checkbox"/> Summarise longer passages, when required.</p> <p><input type="checkbox"/> Evaluate own and others' writing; proof read, edit and revise.</p>	<p><input type="checkbox"/> Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.</p> <p><input type="checkbox"/> Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.</p> <p><input type="checkbox"/> Use modal verbs to indicate degrees of possibility.</p> <p><input type="checkbox"/> Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.</p> <p><input type="checkbox"/> Understand and use active and passive voice.</p> <p><input type="checkbox"/> Identify the subject and object.</p> <p><input type="checkbox"/> Identify synonym and antonym.</p> <p><input type="checkbox"/> Select vocabulary and grammar to suit formal and informal writing.</p> <p><input type="checkbox"/> Use vocabulary which is varied, interesting and precise.</p> <p><input type="checkbox"/> Use a dictionary and thesaurus to define words and expand vocabulary.</p>

Year 6 Writing				
Exceeding	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Write from memory, dictated sentences which include the more challenging words from the YR 5-6 curriculum, making only occasional errors with more ambitious words.</li> <li>Accurately spell words with the full range of affixes in the YR 5-6 spelling appendix.</li> <li>Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.</li> <li>Spell correctly all the YR 5-6 homophones.</li> <li>Spell accurately all words from the YR 5-6 statutory word list.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.</li> <li>Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Use discussion effectively to develop ideas and language, before and during writing.</li> <li>Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.</li> <li>Organise and shape paragraphs effectively.</li> <li>Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.</li> <li>Use a range of presentational devices, which clearly guide the reader.</li> <li>Integrate dialogue effectively to convey and contrast characters, and advance the action.</li> <li>When planning narratives, adapt and develop characters and settings from various sources; use complex plot structures.</li> <li>Write an effective précis.</li> <li>Evaluate own and others' writing; make assured changes to enhance effects and clarify meaning.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>Write and control a range of sentence structures including those which contain multiple clauses.</li> <li>Use a wide range of punctuation, accurately and appropriately, including colons, semi-colons and dashes, to mark the boundary between clauses.</li> <li>Recognise the subjunctive form.</li> <li>Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.</li> <li>Present information with deliberate use of the active and passive voice.</li> <li>Identify the subject and object.</li> <li>Identify synonym and antonym.</li> <li>Select vocabulary and grammar confidently, to suit formal and informal registers.</li> <li>Make precise vocabulary and grammatical choices.</li> <li>Independently use a dictionary and thesaurus to define words and expand vocabulary.</li> </ul>