

## English Key Skills and End Points – Year 6

Area of Study	Key Skills	End Points
Reading: Word Recognition	<ul style="list-style-type: none"> <li>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> </ul>	By the end of Year 6, children will: <ul style="list-style-type: none"> <li>Read a range of genre fluently.</li> </ul>
Reading: Comprehension	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what has been read</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>Making comparisons within and across books.</li> <li>Learning a wider range of poetry by heart.</li> <li>Preparing 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.</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</li> <li>Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas.</li> </ul>	By the end of Year 6, children will: <ul style="list-style-type: none"> <li>Read and discuss an increasingly wide range of fiction and non-fiction texts.</li> <li>Make predictions using evidence from the text.</li> <li>Explain the meaning of words in context.</li> <li>Retrieve information and key details from fiction and non-fiction.</li> <li>Summarise main ideas.</li> <li>Make inferences using evidence from the text.</li> <li>Identify purpose of word and phrase choices.</li> <li>Make comparisons within the text eg between characters and settings.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identifying how language, structure and presentation contribute to meaning.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>• 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.</li> </ul>	
Writing: Handwriting	<ul style="list-style-type: none"> <li>• Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Choosing the writing implement that is best suited for the task</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting is legible and joined with increasing speed.</li> </ul>
Writing: Punctuation and Grammar	<p><b><u>Sentence Structure</u></b></p> <ul style="list-style-type: none"> <li>• Use of the passive voice to affect the presentation of information in a sentence.</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms.</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses.</li> <li>• Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text.</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use of semi-colon, colon and dash to mark the boundary between independent clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a biography using formal language and appropriate punctuation.</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Write a newspaper report – eg Fun, fit and fruity week, formal, speech</li> <li>• Write a diary entry as a fictional or imaginary character – informal</li> <li>• A range of formal letters eg complaint.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of the colon to introduce a list and use of semi-colon within lists.</li> <li>• Punctuation of bullet points to list information.</li> <li>• How hyphens can be used to avoid ambiguity</li> </ul>	
Writing: Composition	<ul style="list-style-type: none"> <li>• Identify audience and purpose, selecting appropriate form and use other similar writing as model</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> <li>• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> <li>• Precise longer paragraphs</li> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• Proof read for spelling and punctuation errors</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action eg using a variety of stimuli such as film, pictures and text extracts.</li> <li>• Use a range of tenses for effect.</li> <li>• Write a poem, use a range of figurative language.</li> <li>• Write a report on an imaginary creature- formal</li> <li>• A story including flash back</li> <li>• Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</li> <li>• Persuasive writing – balanced arguments, debates and speeches.</li> </ul>
Writing: Spelling	<ul style="list-style-type: none"> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• Use learnt spelling words in own writing</li> <li>• Use ambitious vocabulary</li> </ul>

	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand the guidance for adding them.</li><li>• Spell words with silent letters.</li><li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li></ul>	
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