**End of Year 6 Expectations for English**

|  |  |
| --- | --- |
| **Spoken Language** | |
|
| Speaking | Talk and perform confidently and fluently in a range of situations, using formal and standard English as appropriate.  Explain ideas and opinions giving reasons and evidence.  Take an active part in in discussions and taking different roles. | | | | | | |
| Listening | Listen to and consider the views and opinions of others in discussions. | | | | | | |
| **Reading** | |  |  |  |  |  |  |
| Word recognition | Give and explain the meaning of words in context.  Retrieve and record information, and identify key details from fiction and non-fiction. | | | | | | |
| Comprehension | Infer and deduce information such as characters’ feelings, thoughts and motives from their actions using evidence from the text.  Explain and justify inferences with evidence from the text  Summarise main ideas from more than one paragraph  Identify and explain how the sequence of events in narrative fiction contributes to meaning as a whole.  Provide developed explanations for key information and events and for characters’ actions and motivations.  Make accurate and appropriate comparisons within texts. | | | | | | |
| **Writing** | |  |  |  |  |  |  |
| **Technical Skills** | Spelling | Spelling most words correctly (year 5 and 6 list)  Spelling most words correctly (year 5 & 6 rules) | | | | | |
| Grammar and Punctuation | **Grammar:**  Select vocabulary and grammatical structures that reflect the level of formality required, within most pieces of writing  Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs  Use passive and modal verbs appropriately, within most pieces of writing  Use a wide range of clause structures, sometimes varying their position within the sentence  Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision  **Punctuation:**  Using mostly correctly inverted commas, commas for clarity and punctuation for parenthesis (brackets, dashes and commas)  Making some correct use of semi-colons, dashes, colons and hyphens | | | | | |
| Handwriting | Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. | | | | | |
| Proof reading and editing | Proof -read and edit work in line with the Year 6 curriculum expectations for spelling, grammar, punctuation and spelling choices. | | | | | |
| **Application within writing** | Purpose and Organisation | Pupils can write for a range of purposes and audiences  Using paragraphs to organise ideas within narrative and non-narrative writing. | | | | | |
| Composition and effect | Create atmosphere, and integrating dialogue to convey character and advance the action | | | | | |