



## English

### Key Learning Indicators of Performance in Reading: Year 6

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>▶ Read books at an age appropriate interest level.</li><li>▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.</li><li>▶ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>.</li><li>▶ Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>.</li><li>▶ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li><li>▶ Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>.</li></ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"><li>▶ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li><li>▶ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li><li>▶ Independently read longer texts with sustained stamina and interest.</li><li>▶ Recommend books to their peers with detailed reasons for their opinions.</li><li>▶ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</li><li>▶ Learn a wider range of poems by heart.</li><li>▶ Prepare poems and play scripts to read aloud and perform using dramatic effects.</li></ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"><li>▶ <u>Explain the meaning of new vocabulary within the context of the text.</u></li><li>▶ <u>Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i></u></li><li>▶ Use a reading journal to record on-going reflections and responses to personal reading.</li><li>▶ Explore texts in groups and deepen comprehension through discussion.</li><li>▶ <u>Provide reasoned justifications for their views.</u></li><li>▶ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – <b>P</b>oint+<b>E</b>vidence+<b>E</b>xplanation.</li><li>▶ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <b>P</b>oint+<b>E</b>vidence+<b>E</b>xplanation.</li><li>▶ Predict what might happen from information stated and implied.</li><li>▶ <u>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</u></li><li>▶ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</li><li>▶ Compare characters within and across texts.</li><li>▶ Compare texts written in different periods.</li><li>▶ Recognise themes within and across texts e.g. <i>hope</i>, <i>peace</i>, <i>fortune</i>, <i>survival</i>.</li><li>▶ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li><li>▶ <u>Skim for gist.</u></li><li>▶ <u>Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</i></u></li><li>▶ <u>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</u></li><li>▶ <u>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</u></li><li>▶ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i></li><li>▶ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i></li></ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"><li>▶ Explore, recognise and use the terms personification, analogy, style and effect.</li><li>▶ <u>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</u></li></ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"><li>▶ Participate in discussions about books, 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.</li><li>▶ Prepare formal presentations individually or in groups.</li><li>▶ Use notes to support presentation of information.</li><li>▶ Respond to questions generated by a presentation.</li><li>▶ Participate in debates on issues related to reading (fiction/non-fiction).</li></ul>



## English

### Key Learning Indicators of Performance in Reading: Word Lists

Year 5					
<b>apparent</b>	<b>cemetery</b>	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	<b>secretary</b>	ancient	community	<b>dictionary</b>	<b>foreign</b>
leisure	persuade	shoulder	<b>available</b>	<b>conscience*</b>	environment
forty	lightning	<b>physical</b>	soldier	<b>average</b>	<b>convenience</b>
equip (-ped, -ment)	<b>government</b>	muscle	programme	stomach	bargain
curiosity	excellent	<b>hindrance</b>	neighbour	queue	<b>temperature</b>
bruise	<b>desperate</b>	<b>existence</b>	individual	<b>nuisance</b>	recognise
twelfth	rhyme	<b>vegetable</b>			

Year 6					
accommodate	<b>category</b>	disastrous	<b>immediate(ly)</b>	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	<b>profession</b>	sufficient
<b>according</b>	<b>competition</b>	<b>especially</b>	marvellous	pronunciation	suggest
achieve	<b>conscious*</b>	exaggerate	<b>mischievous</b>	recommend	symbol
aggressive	controversy	<b>frequently</b>	<b>necessary</b>	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
<b>attached</b>	<b>criticise</b> <b>(critic + ise)</b>	harass	parliament	sacrifice	variety
awkward	<b>definite</b>	identity	prejudice	<b>signature</b>	vehicle
yacht					



## English

### Key Learning Indicators of Performance in Writing: Year 6

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ <u>Manipulate sentences to create particular effects.</u></li> <li>▶ <u>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</u></li> <li>▶ <u>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.</u></li> <li>▶ Use <b>ellipsis</b> to link ideas between paragraphs.</li> <li>▶ Use repetition of a word or phrase to link ideas between paragraphs.</li> <li>▶ Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>▶ Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>▶ Identify the <b>subject</b> and <b>object</b> of a sentence.</li> <li>▶ Explore and investigate <b>active</b> and <b>passive</b> e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></li> <li>▶ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I <u>had eaten</u> lunch when you came (past perfect); She <u>has eaten</u> lunch already or I <u>have eaten</u> lunch already (present perfect); I <u>will have eaten</u> lunch by then (future perfect).</i></li> <li>▶ Punctuate <b>bullet points</b> consistently.</li> <li>▶ Identify and use <b>colons</b> to introduce a list.</li> </ul>	<p>As above and:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ Identify audience and purpose.</li> <li>▶ Choose appropriate text-form and type for all writing.</li> <li>▶ <u>Select the appropriate structure, vocabulary and grammar.</u></li> <li>▶ Draw on similar writing models, reading and research.</li> <li>▶ Compare how authors develop characters and settings (in books, films and performances).</li> <li>▶ Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▶ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>▶ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> <li>▶ <u>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby school bag and announced, through gritted teeth, "It's not fair!"</i></u></li> <li>▶ Consciously control the use of different sentence structures for effect.</li> <li>▶ Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>▶ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i></li> <li>▶ Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Recognise and spell endings which sound like /ʃəs/, spelt – <i>cious</i> or – <i>tious</i>.</li> <li>▶ Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial</i>.</li> <li>▶ Investigate adding suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference</i>.</li> <li>▶ Investigate use of the hyphen.</li> <li>▶ Investigate and use further prefixes, e.g. <i>bi-trans- tele- circum-</i>.</li> <li>▶ Distinguish between homophones and other words that are often confused.</li> <li>▶ Identify root words, derivations and spelling patterns as a support for spelling.</li> <li>▶ Be secure with all spelling rules previously taught.</li> <li>▶ Use a number of different strategies interactively in order to spell correctly.</li> <li>▶ <u>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</u></li> <li>▶ Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Write, using a joined style, with increasing speed.</li> <li>▶ Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i></li> </ul>



## English

### Key Learning Indicators of Performance in Writing: Year 6

- ▶ Identify and use **semi-colons** within lists.
- ▶ Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark*.
- ▶ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for – request, go in – enter*.
- ▶ Explore, collect and use question tags typical of informal speech and writing e.g. *"He's your friend, isn't he?"*
- ▶ Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.*

- ▶ Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.
- ▶ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*
- ▶ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*
- ▶ Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative.*
- ▶ Précis longer passages.

#### **Evaluating and Editing**

- ▶ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- ▶ Proofread for grammatical, spelling and punctuation errors.

#### **Performing**

- ▶ Use appropriate and effective intonation and volume.
- ▶ Add gesture and movement to enhance meaning.
- ▶ Encourage and take account of audience engagement.



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<b>attached</b>	<b>criticise</b> <b>(critic + ise)</b>	harass	parliament	sacrifice	variety
awkward	<b>definite</b>	identity	prejudice	<b>signature</b>	vehicle
yacht					