



# English Targets Year 6



*"Bringing out the best in everyone"*

## The English Curriculum

- A stronger emphasis on **vocabulary development, grammar, punctuation and spelling**
- **Handwriting** is expected to be fluent, legible and speedy
- **Spoken English** has a greater emphasis, with children to be taught debating and presenting skills

We assess the children against the "Age Related Expectations".

Children will now be assessed as working as:

**Working Towards ARE**

**Working at ARE**

**Working at Greater Depth (applying)**

English is split into three main areas these are **Speaking, Reading** and **Writing**. This booklet aims to provide you with the information to show you what your child is expected to achieve in each of these three areas by the end of Year 6. It clearly shows the learning objectives we will be assessing against throughout the year.

We hope you find this information useful and as always please do not hesitate to contact us if you need further advice.

## Targets in Spoken Language

- Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate
- Ask questions to develop ideas and make contributions that take account of others' views
- Explain ideas and opinions giving reasons and evidence
- Take an active part in discussions, taking different roles
- Listen to and consider the views and opinions of others in discussions
- Make contributions to discussions, evaluating others' ideas and responding to them
- Sustain and argue a point of view in a debate, using formal language of persuasion
- Express possibilities using hypothetical and speculative language in science and when discussing reading
- Engage listeners through choice of vocabulary and register according to the context
- Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear
- Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere

## Targets in Reading

### 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

### 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

- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action
- 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

## Targets in Writing

### 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)

### 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
- 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 one.
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation volume, and movement so that meaning is clear