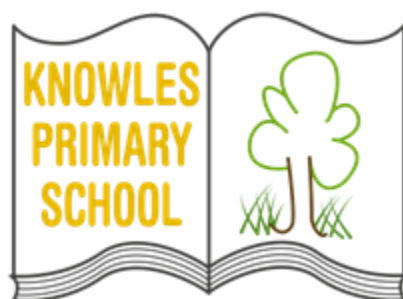


# Knowles Primary School



## End of Year Expectations For Year 6

This booklet provides information for parents and carers on the end of year expectations for Reading and Writing for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.



## Reading

- Can work out the meaning of unknown words from the way they are used in context
- Can understand and explain the function of sophisticated punctuation: colons, semi-colons, dashes, brackets and apostrophes

## Reading Comprehension

- Can use quotations and text references to support ideas and arguments
- Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts
- Can refer to the text to support predictions and opinion
- Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry and prose making reference to the text
- Can identify why a long-established novel may have retained its lasting appeal
- Can discuss the difference between literal and figurative language and can discuss the effects of imagery
- Can evaluate the success of a text providing evidence that refers to language, theme and style
- Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery)
- Can discuss the message a text has about our society, a particular culture or traditions from the past
- Can explain the character's motives throughout a story and use evidence from the text to back up opinions
- Can infer messages, moods, feelings and attitudes across a text (e.g. how a message can be inferred through referring back to different points in the text where things have been implied)
- Can predict what might happen from details, both stated and implied, using knowledge gained from a wide variety of texts and attempt to justify their predictions
- Can identify and discuss implicit and explicit points of view in some texts at an appropriate level
- Can make simple comments on the overall effect on the reader, relating to authorial intent

## Writing

- Can **plan** writing by drawing on reading and research where necessary
- Can write a narrative that **integrates dialogue** to convey character and advance the action
- Can include **description, action and characterisation** in narrative which are well-developed and sometimes interwoven
- Can establish **links across paragraphs** using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence or ellipsis
- Can present **contrasting attitudes and opinions** where appropriate
- Can accurately use **simple, compound and complex sentences** of different lengths to create different effects
- **Can start sentences start in a variety of ways** e.g. adverbials of time, adverbials of place, adverbials of how, connectives, adjectives, verbs, adverbs, nouns, simile
- Can use a variety of **subordinating conjunctions** in a complex sentence e.g. after, since, though, although, so, as, unless, until, because, when, before, whereas, for, whether, if, whilst
- Can use **informal** or **formal vocabulary** as appropriate, according to the audience and purpose of the writing
- Can use **active** and **passive sentences** for effect e.g. passive sentences to build suspense – ‘The door began to open’
- Can use **different speech punctuation** e.g. split dialogue, speaker identified before/ between/ after dialogue
- Can use **commas** accurately after fronted adverbials, subordinate clauses at the beginning of a sentence, around embedded clauses and in a list
- Can use the **full range of punctuation** to clarify meaning and create effects e.g. ellipsis, hyphen, dash, brackets, colon and semi-colon

