

## Year 6 reading

Key performance indicator	Performance standard
<p>Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met</p> <p>Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieves, records and presents information from non-fiction</p> <p>Participates in discussions about books that are read to the individual and those that can be read independently</p> <p>Provides reasoned justifications for their views about a book</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are;</li> <li>• focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word;</li> <li>• accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension;</li> <li>• read independently, including books they would not choose to read;</li> <li>• compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text; and</li> <li>• reflect on feedback regarding the quality of their explanations and contributions to discussions.</li> </ul> <p>A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.</p> <p>A child applies the skills of information retrieval eg in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review</p>

## Year 6 writing

Key performance indicator	Performance standard
<p><b>Composition</b></p> <p>Identifies the audience for, and purpose of, the writing</p> <p>Selects the appropriate form and uses other similar writing as models for their own</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing</p> <p>Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</p> <p>Can describe settings, characters and atmosphere</p> <p><b>SPaG</b></p> <p>Uses dictionaries to check the spelling and meaning of words</p> <p>Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter)</p> <p>Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')</p> <p>Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Uses the colon to introduce a list</p> <p>Punctuates bullet points to list information</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• consciously control the structure of sentences in writing and understand why sentences are constructed as they are;</li> <li>• generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;</li> <li>• adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally);</li> <li>• create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;</li> <li>• demonstrate a mastery of language through public speaking, performance and debate;</li> <li>• apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and</li> <li>• draw on their knowledge of morphology and etymology to spell correctly.</li> </ul>