

**Key Objectives for Year Six in English**

<b>Reading</b>
<b>Word Reading</b>
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
<b>Reading</b>
<b>Comprehension</b>
Maintain positive attitudes to reading and understanding of what they read by: <b>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b>
Maintain positive attitudes to reading and understanding of what they read by: <b>identifying and discussing themes and conventions in and across a wide range of writing</b>
Understand what they read by: <b>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</b>
Understand what they read by: <b>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</b>
Understand what they read by: <b>predicting what might happen from details stated and implied</b>
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<b>Retrieve, record and present information from non-fiction</b>
<b>Writing</b>
<b>Transcription- Spelling and Handwriting</b>
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
<b>Writing</b>
<b>Composition</b>
Plan their writing by: <b>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b>
Draft and write by: <b>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</b>
Evaluate and edit by: <b>ensuring the consistent and correct use of tense throughout a piece of writing</b>
<b>Proof-read for spelling and punctuation errors</b>
Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, <b>distinguishing between the language of speech and writing and choosing the appropriate register</b>
<b>Writing</b>
<b>Vocabulary, Grammar and Punctuation</b>
<b>Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity</b>
Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely
Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility

Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause

Devices to build cohesion, including adverbials of time, place and number

Using passive verbs to affect the presentation of information in a sentence