**Autumn term Y6 Reading Key Objectives (derived from Y5)**

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| **Being a Reader**  Independently read for a range of purposes | | **Comprehension – Questioning**  Answer questions giving evidence from the text in their response | | **Comprehension – Inferring**  Use textual details and examples to support inferences and explanations about a text’s meaning | | **Predicting**  Predict what may happen and explain using stated and implied detail from the text | | **Summarising**  Summarise a text using the key points | |
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| **Understanding purpose and viewpoint**  Distinguish between fact and opinion when discussing viewpoint | | **Comprehension – Understanding writers’ use of language**  Select and discuss effective words, phrases and sentences e.g. figurative language | |  | |  | |  | |
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**Autumn term Y6 Writing Key Objectives (derived from Y5)**

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| Planning/ Composing  Plan and write for a clear purpose and audience using a wide knowledge of text types, forms and styles to inform their writing | | Planning/ Composing/ Evaluating  Ensure that the content and style of writing accurately reflects the purpose | | Composing  Structure and organise writing in well linked paragraphs which are sometimes used creatively (using techniques such as contrast, additional detail and explanation) | | Composing  Carefully select words to create effects, sustain and develop ideas and create vivid description | | Evaluating  Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning | |
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| Grammar and Vocabulary  Orchestrate a range of sentence structures | | Punctuation  **Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)** | | Punctuation  **Use brackets, dashes or commas for parenthesis (contributes to EXS KS2 and GD KS2)** | | Spelling  **Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety, according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip( -ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable, achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht (EXS KS2, some for WTS KS2)** | | | |
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**Spring and Summer Y6 Reading**

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| **Becoming a Reader**  Develop an appreciation and love of reading, and enjoy the challenge of more difficult books | | **Becoming a Reader**  Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books for a range of purposes | | **Becoming a Reader**  Identify, discuss and compare themes | | **Fluency**  Read year 6 texts fluently | | **Comprehension – Vocabulary Knowledge**  Infer deeper meanings from the vocabulary used | |
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| **Comprehension – Imagining**  Empathise with emotions in deeper texts | | **Comprehension – Asking Questions**  Use questioning to propel themselves through a challenging text and to lead them on to new ideas, perspectives and conclusions | | **Comprehension – Clarifying and Retrieving**  Apply previous retrieving objectives to year 6 texts | | **Comprehension – Clarifying and Retrieving**  Use what is implied and ‘not said’ to enhance comprehension | | **Comprehension – Inferring**  Revise conclusions based on new evidence in the text | |
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| **Comprehension – Inferring**  Explain inferences with clear reasoning and precise language | | **Comprehension – Predicting**  Refine and verify predictions in discussion with others | | **Comprehension – Summarising**  Summarise the key points in a more complex text, using their own words to establish clear meaning | | **Comprehension – Understanding purpose and viewpoint**  Explain purpose and viewpoint with reference to evidence in the text | | **Comprehension - Understanding writers’ use of language**  Describe and evaluate the choices an author has made in their use of language | |
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| **Comprehension - Understanding writers’ use of language**  Explain how an author has used language to manipulate the reader | | **Comprehension – Responding to texts** Answer a range of question types on single and multiple texts | |  | |  | |  | |
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**Spring and Summer Y6 Writing**

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| Planning  **Develop their own ideas for writing through reading (GD KS2),** imagination, research and personal experience, choosing which ideas to use and which to discard | | Planning/ Composing  **Write effectively for a range of purposes and** (often real) **audiences, selecting language that shows good awareness of the reader (EXS KS2)** | | Planning/ Composing  **Write effectively for a range of purposes and** (often real) **audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (GD KS2)** | | | Composing/Grammar  **Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2)** | | Composing  **Distinguish between the language of speech and writing and choose the appropriate register (GD KS2)** | |
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| Composing  **In narratives, describe settings, characters and atmosphere (EXS KS2)** | | Composing  Show a controlled, confident and established voice throughout a piece of writing | | Composing  **Integrate speech into a narrative to convey and develop a character and to advance action (EXS KS2)** | | | Composing  Carefully select words (including some from Appendix B – Year 6) to create effects, sustain and develop ideas and create vivid description | | Evaluating  Independently and effectively revise, edit and proofread their work | |
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| Grammar  **Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)** | | Grammar  **Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)** | | Grammar  Use passive voice appropriately in writing | | | Grammar  **Use verb tenses consistently and correctly throughout their writing (EXS KS2)** | | Punctuation  **Confidently and correctly use punctuation taught in previous year groups (contributes to EXS KS2 and GD KS2)** | |
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| Punctuation  **Use hyphens appropriately in common words (contributes to EXS KS2 and GD KS2)** | | Punctuation  **Use ellipsis appropriately (contributes to EXS KS2 and GD KS2)** | | Punctuation  **Use punctuation consistently with bullet points (contributes to EXS KS2 and GD KS2** | | | Punctuation  **Use colons and semi-colons appropriately (contributes to EXS KS2 and GD KS2)** | | Punctuation  **Use dashes appropriately (contributes to EXS KS2 and GD KS2)** | |
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| Punctuation  **Use punctuation precisely to avoid ambiguity and to enhance meaning (GD KS2**) | | Spelling  Combine phonics, morphology and spelling conventions to spell unfamiliar words | | Spelling  **Use a dictionary to check the meaning and spelling of uncommon or more ambitious vocabulary (EXS KS2)** and a thesaurus to extend vocabulary | | | Spelling  Spell ie and ei words e.g. piece, deceive and words with the letter string ough | | Spelling  Spell common homophones including those which end in -se and -ce e.g. practice and practise | |
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| Handwriting and Presentation  **Consistently use a neat, personal handwriting style when writing at speed (EXS KS2)** | | Spelling  **Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature, accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend (EXS KS2, some for WTS KS2)** | | | | | | | | |
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