

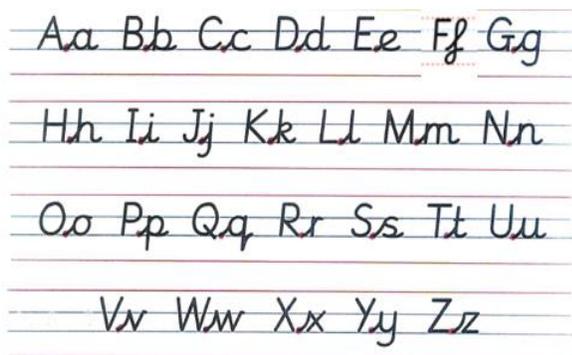


End of Year 6 Expectations - English

We hope that the following information will help you to understand what your child should be able to do by the end of Year 6.

Handwriting

This is how we form our letters. Each letter has a lead in line that starts on the line. The red dot on each letter shows you where to begin. The information below shows how to form each number correctly.



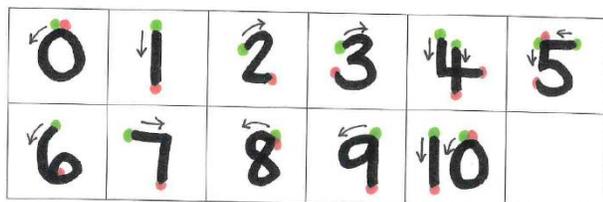
In Year 6, writing is joined, neat and legible and children can write at speed. Children in Year 6 must produce neat, joined and fluent handwriting in order to meet the expected standard in writing at the end of KS2.

Joining...

The teaching of joining is broken down into the following areas:

- diagonal join to ascender: *at, th, ch, cl*
- diagonal join, no ascender: *in, im, cr, dr, tr, lp, mp, ai, ay, ine, ime*
- diagonal join, no ascender, to anticlockwise letter: *id, ig, nd, ld, ng, ice, ide*
- horizontal join, no ascender: *op, om, one, ow, ou, oy, oi*
- horizontal join, no ascender, to anticlockwise letter: *oa, og, ode, wa, wo*
- horizontal join to ascender: *ol, ot, wh, oh, ole, ote, ook, ool*
- joins to and from tricky letters (f, e, r, s):
 - *of, if, fh, fl, fu, fs, ff*
 - *ee, ea, ear, er, ere*
 - *ur, ir, or, oor, ul, ut, air, er, re, pre*
 - *ms, es, sh, si, su, se, sp, sm, ss*
- joins from b and p: *bi, bu, pi, pu, ba, ba, pa, pa, bl, pl*

A almost immediately a group of twenty women shot through the doors faster than horses and attacked Hercules spears in hand with no mercy. Sweat dripping down his brow, Hercules dodged desperately, anxious to escape. Hippolyta tried to make them stop, however they couldn't hear her over the fight. While battling, one of the women through her spear at Hercules but he ducked and it flew through the damp



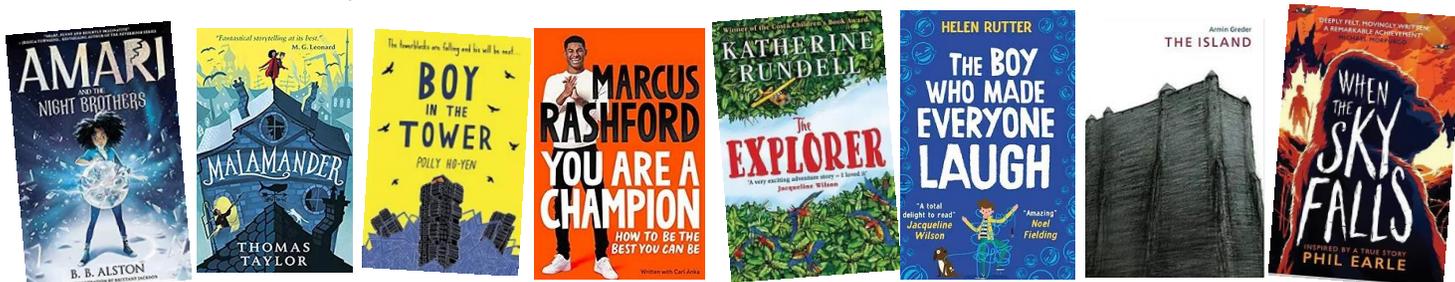
We encourage all children to read to an adult at least 5 times a week in Year 6. Throughout Year 6, children will read a variety of texts fluently, changing intonation, tone and volume when reading aloud to suit the purpose and

Please ensure your child brings their reading book and green reading diary to school every day.

Please initial the reading diary or write a comment when you have read with your child at home.

audience. They will ask questions about what has been read, make predictions, draw inferences and infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence from the text.

Throughout Year 6, we hope that children will be reading independently, selecting books from their classroom reading area and our school library.



In Years 5 and 6, children will be learning to spell and use the spellings below. By the end of Year 6, children should also be able to spell a range of words containing a wide range of spelling patterns. The spelling patterns and examples of words are listed below.

| Year 5 and 6 Statutory Spellings | | | | | | |
|----------------------------------|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | category | determined | forty | marvellous | programme | soldier |
| accompany | cemetery | develop | frequently | mischievous | pronunciation | stomach |
| according | committee | dictionary | government | muscle | queue | sufficient |
| achieve | communicate | disastrous | guarantee | necessary | recognise | suggest |
| aggressive | community | embarrass | harass | neighbour | recommend | symbol |
| amateur | competition | environment | hindrance | nuisance | relevant | system |
| ancient | conscience | equipment | identity | occupy | restaurant | temperature |
| apparent | conscious | equipped | immediate | occur | rhyme | thorough |
| appreciate | controversy | especially | immediately | opportunity | rhythm | twelfth |
| attached | convenience | exaggerate | individual | parliament | sacrifice | variety |
| available | correspond | excellent | interfere | persuade | secretary | vegetable |
| average | criticise | existence | interrupt | physical | shoulder | vehicle |
| awkward | curiosity | explanation | language | prejudice | signature | yacht |
| bargain | definite | familiar | leisure | privilege | sincere | |
| bruise | desperate | foreign | lightning | profession | sincerely | |

| | |
|--------------------|--|
| 'cious' | malicious, vicious, precious, delicious |
| 'tious' | ambitious, cautious, infectious, nutritious |
| 'cial' | special, official, artificial, confidential |
| 'ant, ance, ancyl' | observant, observance, hesitant, hesitancy, tolerant, tolerance |
| 'ent, ence, encyl' | innocent, innocence, decent, decency, independent, independence |
| 'able, ably' | adorable, adorably, changeable, noticeable, dependable, comfortable |
| 'ible, ibly' | possible, possibly, forcible, legible |
| 'ei' | deceive, conceive, receive, perceive, ceiling |
| 'ough' | ought, bought, thought, rough, tough, enough, cough, though, although, thorough, borough, plough |
| silent letters | doubt, island, lamb, solemn, thistle, knight |
| use of hyphens | co-ordinate, re-enter, co-operate |
| homophones | advice / advise, practise / practice, device / devise |

Writing

By the end of Year 6, children should be able to write for a range of purposes, demonstrating their knowledge of writing structure, formality and purpose. For example, the tone and layout of a newspaper should be clearly different to a narrative or a set of instructions. Writing should be almost entirely grammatically correct – the correct tense will be used throughout a piece of writing and the full range of punctuation will be used including dashes, brackets, hyphens, semi-colons, colons and apostrophes for possession. Writing will include a range of multi-clause sentences (fronted adverbials, relative clauses, subordinate clauses) and children will be supported to think about the impact and use of longer and shorter sentences and how to build cohesion within and across paragraphs in their work.

Extracts from Writing – End of Year 6

"Happy 13th Birthday Ana!" Anabeth's mother exclaimed loudly, while handing Anabeth her birthday present.
 "Thanks mum," she grinned, "but you really didn't have to get me anything!"
 "Ah, come on, I didn't!"
 Suddenly, Ana tore off the blue and pink pattern dot wrapping paper, and laughed.
 "Wow! Thank you so much! It's just what I needed!"
 She smiled at the neon blue pumps.
 "Ok...I'm going to go and try them on!" She got up and walked out of the room.
 "Oh...Wait dear, there's another present!" The excited mother was holding a rectangular box wrapped in brown, crumpled paper.

Short Story

Macbeth

One spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were trudging through the misty, murky moors for a while. Their... their...

Viking Day
 When I walked into the hall, I turned my head around and saw the most peculiar sight. It was a man, dressed in linen, who had very long hair. He was very welcoming, of course, but had a lot of weapons and swords surrounding him. The first words he said were G-DAR! I didn't know what he meant but I repeated the words back. No one knew what he meant but he explained that they meant, good day. It was Viking language. I knew this by the weapons, swords, runes and by the fact that it was Viking Day.

Recount

Conclusion:

It turns out that the potato and the lemon both worked but the bread roll didn't. This is because of the citric acid in the lemon and the chemicals in the potato -