



RYDERS GREEN PRIMARY SCHOOL

A BOOKLET FOR PARENTS: PROGRESS IN ENGLISH Objectives for Year 6

Writing Objectives

- ◆ I add prefixes and suffixes using the rules we have worked on in class.
- ◆ I can spell some words that include silent letters, such as knight, psalm and solemn.
- ◆ I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').
- ◆ I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.
- ◆ I use a dictionary to check how words are spelled and what words mean.
- ◆ I use the first three or four letters of a word to quickly find it in a dictionary.
- ◆ I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.
- ◆ I make sure others can read my handwriting and decide whether or not to join specific letters.
- ◆ I choose the writing tool that is best suited for a task.
- ◆ I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.
- ◆ I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.
- ◆ I plan my writing by considering how other authors have developed characters and settings.
- ◆ I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- ◆ I review my work to further describe and develop settings, characters and the narrative atmosphere.
- ◆ I can precis a longer passage to create a short text with the same meaning.
- ◆ I use themes and details across my texts to help link paragraphs together into a flow of text.
- ◆ I use headings, bullet points and underlining to structure and guide a reader through my writing.
- ◆ I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.
- ◆ I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.
- ◆ I ensure I use the consistent and correct use of tense throughout a piece of writing.
- ◆ I edit my work to ensure my use of singular and plural words are accurate and I know

Writing Objectives Continued

- ◆ I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not
- ◆ I can write out formal speech or texts using appropriate vocabulary.
- ◆ I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.
- ◆ I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).
- ◆ I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.
- ◆ I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.
- ◆ I mark out separate clauses in a sentences by using a semi-colon or colon.
- ◆ I use a colon to indicate the beginning of a list.
- ◆ I use bullet points accurately when constructing a list.

Reading Objectives

- ◆ I use the words and word parts that I can read and understand already to think about what new words mean and sound like.
- ◆ I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
- ◆ I understand what I read, even though books are set out in different ways and are written for different purposes.
- ◆ I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.
- ◆ I like to recommend books I have read to my friends.
- ◆ I am able to identify and discuss themes and conventions in and across a wide range of writing.
- ◆ I can make comparisons within and across books I have read.
- ◆ I have learnt a wider range of poems by heart.
- ◆ I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
- ◆ I check my understanding of books I have read through discussion and exploring the meaning of words.
- ◆ I can ask questions about what I have read to further improve my understanding.
- ◆ I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.
- ◆ From my reading, I can predict what may happen in a story from details given and suggested in the text.
- ◆ I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.
- ◆ I can show how language, structure and presentation all contribute to meaning in texts I read.
- ◆ I know authors use particular language which will have impact on me, the reader.
- ◆ I can distinguish between statements of fact and opinion.
- ◆ I can retrieve, record and present information from non-fiction.
- ◆ I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.
- ◆ I can present or debate on topics I have read about, using notes if necessary.
- ◆ I am able to justify my views.

Speaking and listening

- ◆ I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 6.
- ◆ I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 6.
- ◆ I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 6.
- ◆ I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 6.
- ◆ I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 6.
- ◆ I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 6.
- ◆ I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 6.
- ◆ I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 6.
- ◆ I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 6.
- ◆ I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 6.
- ◆ I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 6.
- ◆ I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up

What you can do at home to help your child progress

Speaking and Listening

- ◆ Encourage them to speak clearly and in full sentences.
- ◆ Find opportunities to talk at length about increasingly complicated ideas.
- ◆ Encourage them to listen and express their opinions about local and national issues in the news.
- ◆ Encourage them to join clubs, for instance an after school club or a sports team.

What you can do at home to help your child progress

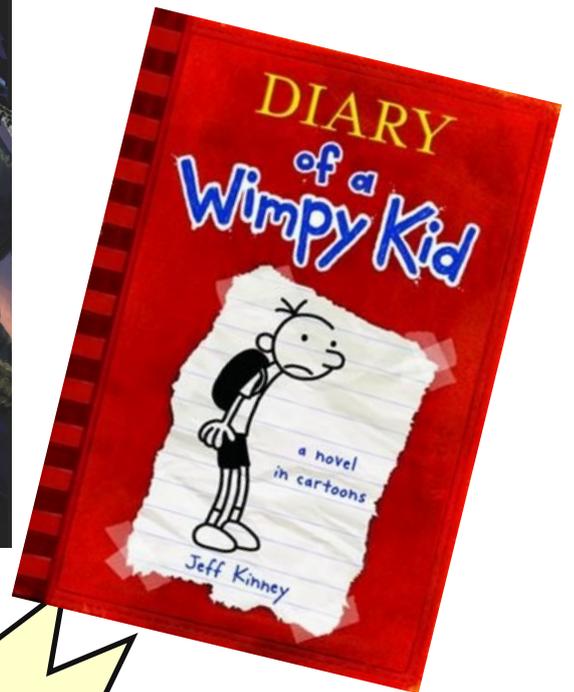
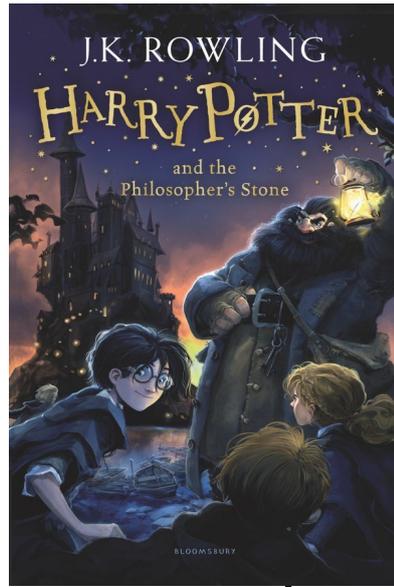
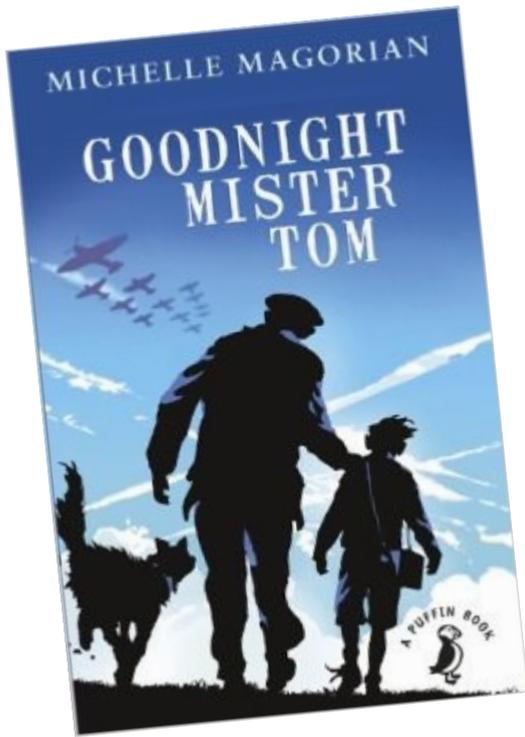
Writing

- ◆ Encourage their personal writing, for instance a diary or a blog.
- ◆ Talk through their ideas with them before they start to write.
- ◆ Encourage them to read through their work, shaping their sentences for clarity and impact and checking for mistakes.
- ◆ Help them to reflect on their work and to think of ways to improve it.

What you can do at home to help your child progress

Reading

- ◆ Give them regular opportunities to make their own choices about what they read at home through visits to the library.
- ◆ Encourage them to develop their response to a text in more detail., for example, ask them how their feelings for a character have changed at different points in the story.
- ◆ Talk to them about the writers choice of language.



Has your child read these books?

