

# Y6 Skills: Reading

Read, perform, discuss, evaluate, compare and recommend a wide range of books including myths, legends, traditional stories, plays and poetry

e.g. Philip Pullman– Clockwork, Anthony Horowitz– Stormbreaker

Participate in discussions about books, challenging views and providing reasoned justification for their views taking into account the difference between facts and opinions

e.g. I agree with you that...but have you considered?

Retrieve, record and present information from non-fiction

e.g. Skim and scan quickly, use sub-heading, tables, charts and diagrams to retrieve information

Check that the book makes sense to them, working out the meaning of words in context applying knowledge of morphology and etymology

Predict what might happen from details stated and implied

e.g. e.g. I predict that the children were not finished with their adventure with Aslan because in the text it says

“And so for a time it looked as if all the adventures were coming to an end; but that was not to be.”

Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.

e.g. Hissing makes me think of a snake. Snakes are dangerous, you can't tell what they are thinking and they hiss before they strike

Summarise main ideas, identifying key details and using quotations for illustration.

e.g. Use of highlighting, annotating, bullet points to summarise a paragraph, summarise in a range of formats; tweets, synopsis

Evaluate how authors use language (including figurative language), structure and presentation to convey meaning and consider the impact on the reader.

e.g. Techniques could include; simile, metaphor, personification, onomatopoeia, hyperbole, analogy, rhetorical devices, persuasive language...

# Y6 Skills: Writing

Maintain legibility, fluency and speed in handwriting through deciding whether or not to join specific letters

Describe settings, character and atmosphere (through the use of modelled texts) employing a range of techniques such as dialogue, action, selecting appropriate grammar and vocabulary

e.g. Then, with a shake of her head, their leader replied, "We must enter. Whatever the cost, we MUST

Use a wide range of devices to build cohesion within and across paragraphs such as:

–adverbials: time (later...), place (Nearby...), sequence (Secondly...)

- determiners
- Synonyms
- Antonyms
- Prefixes/suffixes
- Pronouns
- Causal conjunctions
- Ellipsis

Identify the audience and purpose for writing, selecting the appropriate layout and structure linked to the text type (including short stories) and using formal and informal language appropriately

Spelling most words correctly ((See National Curriculum Spelling–Appendix 1: Year 5/6). Use dictionaries and thesauruses efficiently

e.g. accommodate, pronunciation, sufficient, convenience nuisance

Use inverted commas, commas, punctuation for parenthesis, semi–colons, dashes, colons and hyphens

Use passive and modal verbs appropriately

Use a wide range of clause structures, sometimes varying their position within the sentence

e.g. Manipulate position of:

## Relative Clauses

The piranhas circled the diver.

The piranhas, which were ready for lunch, circled the diver.

The piranhas circled the diver, who was unaware of the imminent danger,

## Adverbial Clauses

It loomed up at them, dark and dangerous.

Faint and wispy, the glow moved from window to window.

Use adverbs, preposition, phrases and expanded noun phrases effectively to add detail, qualification and precision

Can assess the effectiveness and edit their own and others' writing

Perform their own composition, using appropriate intonation, volume and movement so that meaning is clear.