

Literacy Expectations – Year 6

Punctuation	Sentence Structure	Writing	Spoken Language	Reading	Spelling	Handwriting
Use commas to clarify meaning or avoid ambiguity in writing.	Use active and passive verbs to affect the presentation of information in a sentence	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Listen and respond appropriately to adults and their peers.	A reading age of at least 12 ½ years. Reading book level/stage: 'Confident Readers'	A spelling age of at least 12 ½ years.	Use cursive script for teaching handwriting
Use hyphens to avoid ambiguity.	Use the perfect form of verbs to mark relationships of time and cause	The difference between structures typical of informal speech and structures appropriate for formal speech and writing	Ask relevant questions to extend their understanding and knowledge.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	The statutory word lists - a mixture of words pupils use frequently or are often misspelt.	Practise correct formation of the four basic joins from Year 2. *
Use brackets, dashes or commas to indicate parenthesis	Use expanded noun phrases to convey complicated information concisely	Informal: [for example, the use of question tags: He's your friend, isn't he?,	Use relevant strategies to build their vocabulary.	Predict what might happen from details stated and implied	Use their knowledge of etymology and morphology to spell correctly.	Use diagonal and horizontal strokes to join letters.
Use semi-colons, colons or dashes to mark boundaries between independent clauses	Use modal verbs or adverbs to indicate degrees of possibility	Formal: The use of subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come in some very formal writing and speech]	Articulate and justify answers, arguments and opinions.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Revision from Y5	Recognise, when adjacent to one another, which letters are best left unjoined.
Use a colon to introduce a list	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Identify how language, structure and presentation contribute to meaning	Use of the hyphen Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling	Downstrokes are parallel and equidistant.
Punctuate bullet points consistently	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus		Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Words containing the letter-string ough plough, cough, brought, through	Lines of writing are spaced sufficiently so that ascenders and descenders do not touch.
			Speak audibly and fluently with an increasing command of Standard English.	Distinguish between statements of fact and opinion	Words with 'silent' letters (i.e. letters whose	Choosing which shape of a letter
			Participate in discussions, presentations, performances, role play, improvisations and debates.	Retrieve, record and present information from non-fiction		
				Participate in discussions about books that are read to them and those they can read for		

	<p>The window in the greenhouse was broken (by me)].</p>	<p>consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p> <p>*These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils.</p>	<p>themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>	<p>presence cannot be predicted from the pronunciation of the word) doubt, island, lamb, solemn, thistle, knight</p> <p>Homophones and other words that are often confused</p>	<p>to use when given choices and deciding whether to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>
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accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite

desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning

marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)

soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle

Statutory Word List

– Years 5 and 6

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.