



# **Wheldrake with Thorganby School**

Working together to be the best we can be

## A Guide to End of Year Expectations in English

Year 6



# Wheldrake with Thorganby CE Aided School

Working together to be the best we can be

2014 National Curriculum

Upper KS2 - Year 5/6 Guided Reading Example Questions

**Reading Comprehension - Pupils should be taught to:**

Maintain positive attitudes to reading and understanding of what they read. I can...	<b>...continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b>
	Would you have chosen to read this book/play/poem yourself? If not, why not? Now you have read it, have you changed your mind?
	What genre of books does this belong to?
	How does the front cover show that this book is one in a series?
	What type of book is this? Is it like any others you have read?
	<b>...read books that are structured in different ways and read for a range of purposes</b>
	What does this section of text tell you about?
	When might someone choose to use this book?
	How is the story/information organised? Why do you think this order/these headings were chosen?
	Why are we reading this text? Does it inform/excite/engage you?
	<b>...increase their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</b>
	Have you been in a similar situation to the character in this book?
	Why do you think this book is regarded as a 'classic'?
	Where/when is this story/poem set? Does this make a difference to how we read it?
	Which do you prefer; texts set in historical times or in modern times? Why?
	<b>...recommend books that they have read to their peers, giving reasons for their choices</b>
	Who is this book aimed at? Do you think it is successful for this audience?
	What made you choose this book?
	Who would you recommend this book to? Why?
	<b>...identify and discuss themes and conventions in and across a wide range of writing</b>
	What is the theme of this book? How does the author create a sense of loss/heroism ect.?
	Why does the author consistently use the first person in this diary/autobiography?
	How does the author use metaphor/simile/analogy?
	Can you make a list of features in this text type? Does the author use these features in the way you would expect?
<b>...make comparisons within and across books</b>	
How do these books deal with the same theme? Do the approaches of the authors differ?	
What can you say about the viewpoint of the authors?	
Have you read any other stories which handle time in this way e.g. flashbacks, dreams?	
<b>...learn a wider range of poetry by heart</b>	
Looking at the way the poem is organised, how does the form of the poem suit the content?	
Can you find examples of simile/metaphor/alliteration/personification in this poem?	
Which words or phrases particularly stick in your mind?	
<b>...prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience</b>	
Some parts of the poem are speech, some are narrative, how can you show the difference between these two features in the way you read aloud/perform?	
Can you describe the characters in the play using one word?	
Could you use this to help you perform their lines effectively?	

<b>Understanding what they read. I can...</b>	<b>...check that the book makes sense to them, discuss their understanding and explore the meaning of unfamiliar words in context</b>
	Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means?
	Does the structure of the book help you to understand the subject?
	Now that you have read ( <i>a section</i> ), do you understand why ( <i>a character</i> ) acted in the way they did?
	<b>...ask questions to improve their understanding</b>
	If you could ask the author a question about the text, what would you ask?
	Can you create a quiz about the text for the class?
	Is there a section of the text you don't understand? Could you ask a partner for their thoughts?
	<b>...draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</b>
	What do you think is going to happen to the main character and how will they feel about this?
	What makes you think this?
	Who would you like to meet in the story? Can you give reasons for your choice?
	Why did ( <i>a character</i> ) behave in this way? Knowing what you know now, what do you think they were hoping to achieve?
	<b>...predict what might happen from details stated and implied</b>
	Using the front cover, can you make a list of details about what you see? Who is on the cover?
	Where are they? What is in the background? How might these details give us clues about the content of the book?
	Based on what you know about ( <i>a character/event</i> ), how do you think the author will develop the story?
	Can you make a list of details to support your idea, using evidence from the text to say whether they are stated or implied?
	<b>...identify how language, structure and presentation contribute to meaning</b>
	Can you list words and phrases which show you how the speaker is feeling?
	Can you find a descriptive phrase and consider the effect it has on the reader? Which words create this effect?
	What does... mean? Could you use a more emotive word? What about a less emotive word? What effect would this have on the story?
	Do the events happen in time order? If not, why not?
	How is the information organised and presented? Why do you think this order/these headings were chosen?
	<b>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</b>
	How does the title engage the reader?
	Give examples of words chosen by the author to describe ( <i>a character</i> )? Are they effective?
	What impression does the author want the reader to have of this character? How do you know?
	Does the author have a viewpoint on...? How does s/he show this?
	<b>Distinguish between statements of fact and opinion</b>
	Is it true/false that...?
	How does the author feel about this subject/the theme of this story? What makes you think that?
	Is the aim of the text to persuade or to inform? How do you know?
	Which words does the author use to signal that this is opinion, rather than fact?
	<b>Retrieve, record and present information from non-fiction texts</b>
	What specific information do you need to retrieve from this text?
	Where would you look for information on...?
	How could you use the contents/index/glossary to help?
	Using the information you have, can you plan a day at the museum/zoo/gallery suitable for ( <i>a consumer e.g. wheelchair user</i> )?
	Which is the best location to sit in to watch this play? How do you know?
	<b>Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging view courteously</b>
	Can you choose a section of the text that you particularly liked?
	Discuss this with your partner; what do they think? Did they choose a different part? Why?
<b>Distinguish between statements of fact and opinion</b>	
Can you research this topic/theme independently? How might you structure your research?	
How could you present your findings to the group?	
What sort of presentation techniques would keep your audience engaged?	
<b>Provide reasoned justifications for their views</b>	
Can you research this topic/theme independently? How might you structure your research?	
How could you present your findings to the group?	
Does your personal experience impact on your view about ( <i>a subject</i> )?	
Why might someone else's view differ from your own?	

## Reading Expectations

### Working Towards Y6 Objectives

I can:

- Apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and for a range of purposes.
- Increase my familiarity with a wide range of age appropriate books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Recommend books that I have read to my peers, giving reasons for my choices.
- Identify and discuss themes and conventions in and across a wide range of writing.

### Working At Y6 Objectives

I can...

- Read age-appropriate books with confidence and fluency (including whole novels)
- Read aloud with intonation that shows understanding.
- Work out the meaning of words from the context.
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
- Predict what might happen from details stated and implied.
- Retrieve, record and present information from non-fiction texts.
- Summarise main ideas, identifying key details and using quotations for illustration.
- Evaluate how authors use language, including figurative language, considering the impact on the reader.
- Make comparisons within and across books.

- Participate in discussions about books that are read to me and those I can read for myself, building on my own and other's ideas and challenging views courteously.
- Explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

## Writing Expectations

### Working towards the expected level

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices\* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly\* (years 3 and 4)
- spelling some words correctly\* (years 5 and 6)
- producing legible joined handwriting.

### Working at the expected level

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

## Working in greater depths within the National Curriculum

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

