English – Year 6 – Tracker - Statutory Age Expected Requirement for Year 6	Working Towards	Achieved	Achieved in depth
Reading — apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.			
Reading - Comprehension — **maintain positive attitudes to reading and understanding of what they read by**: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
reading books that are structured in different ways and reading for a range of purposes			
increasing 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			
recommending books that they have read to their peers, giving reasons for their choices			
identifying and discussing themes and conventions in and across a wide range of writing			
making comparisons within and across books			
learning a wider range of poetry by heart			
preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience			
understand what they read, in books they can read independently, by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context			
asking questions to improve their understanding			
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence			
predicting what might happen from details stated and implied			
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas			
identifying how language, structure and presentation contribute to meaning			
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader			
distinguish between statements of fact and opinion			
retrieve, record and present information from non-fiction			
participate in discussions about books that are read to them & those they can read for themselves, building on their own & others' ideas and challenging views courteously			
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			
provide reasoned justifications for their views.			
Writing Transcription — **Spelling (see English Appendix 1)** use further prefixes and suffixes and understand the guidance for adding them			
spell some words with 'silent' letters [for example, knight, psalm, solemn]			
continue to distinguish between homophones and other words which are often confused			
use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed English Appendix 1			
use dictionaries to check the spelling and meaning of words			
use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary			
use a thesaurus.			
Handwriting — write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters			
choosing the writing implement that is best suited for a task.			
Writing Composition — **plan their writing by:** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own			
noting and developing initial ideas, drawing on reading and research where necessary			
in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed			
draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning			
in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action			
précising longer passages			
using a wide range of devices to build cohesion within and across paragraphs			
using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]			
evaluate and edit by: assessing the effectiveness of their own and others' writing			
proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning			
ensuring the consistent and correct use of tense throughout a piece of writing			
ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register			
proof-read for spelling and punctuation errors			
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			
Writing, Vocabulary, Grammar and Punctuation — **develop their understanding of the concepts set out in English Appendix 2 by**: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms			
using passive verbs to affect the presentation of information in a sentence			
using the perfect form of verbs to mark relationships of time and cause			
using expanded noun phrases to convey complicated information concisely			
using modal verbs or adverbs to indicate degrees of possibility			
using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun			
learning the grammar for years 5 and 6 in English Appendix 2			
indicate grammatical and other features by: using **commas** to clarify meaning or avoid ambiguity in writing			
using **hyphens** to avoid ambiguity /// using **brackets**, **dashes** or **commas** to indicate parenthesis //// using **semi-colons**, **colons** or **dashes** to mark boundaries between independent clauses			
using a colon to introduce a list /// punctuating **bullet points** consistently			
use and understand the **grammatical terminology** in English Appendix 2 accurately and appropriately when discussing their writing and reading.			

APPENDIX 1 – Years 5 and 6 - Spelling

Statutory Requirement	Rules and Guidance (All children should be able to understand the Grammar and Punctuation in Years 1 to 4 in addition to the below)	Example Words
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. **Exception**: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. **Exceptions**: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the –able ending. // The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. // The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in –able and –ible Words ending in –ably and –ibly	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation.	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Adding suffixes beginning with vowel letters to words ending in –fer	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. **Exceptions**: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought, rough, tough, enough, cough though, although, dough, through thorough, borough /// plough, bough
Words with 'silent' letters	(i.e. letters whose presence cannot be predicted from the pronunciation of the word) Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief **profit**: money that is made in selling things **prophet**: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. **steal**: take something that does not belong to you **steel**: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

Word List – Spellings – Year 5 and 6

accommodate	available	Competition	determined	existence	immediate(ly)	neighbour	programme	shoulder	twelfth
accompany	average	conscience*	develop	explanation	individual	nuisance	pronunciation	signature	variety
according	awkward	conscious*	dictionary	familiar	interfere	occupy	queue	sincere(ly)	vegetable
achieve	bargain	controversy	disastrous	foreign	interrupt	occur	recognise	soldier	vehicle
aggressive	bruise	convenience	embarrass	forty	language	opportunity	recommend	stomach	yacht
amateur	category	correspond	environment	frequently	leisure	parliament	relevant	sufficient	
ancient	cemetery	criticise (critic + ise)	equip (–ped, –ment)	government	lightning	persuade	restaurant	suggest	
apparent	committee	curiosity	especially	guarantee	marvellous	physical	rhyme	symbol	
appreciate	communicate	definite	exaggerate	harass	mischievous	prejudice	rhythm	system	
attached	community	desperate	excellent	hindrance	muscle	privilege	sacrifice	temperature	
					necessary	profession	secretary	thorough	

APPENDIX 2 – Year 6 – Vocabulary Grammar and Punctuation

Year 3 Appendix 2 Vocabulary, Grammar and Punctuation – Year 6 - (All children should be able to understand the Grammar and Punctuation in Years 1 to 5 in addition to the below)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of **subjunctive** forms such as If I were or Were they to come in some very formal writing and speech]
Text	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 consequence], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') determiner, pronoun, possessive pronoun, adverbial modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points