



**St Augustine's
Catholic Voluntary Academy**

Year Six Targets



This booklet provides information for parents and carers on the end of year expectations for children in our school. These expectations are the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher

Reading

- I can read fluently, using punctuation to inform meaning.
- I apply knowledge of root words, pre-fixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I read books that are structured in different ways.
- I recognise texts that contain features from more than one text type and evaluate them.
- I read non-fiction texts to support other curriculum areas.
- I read closely to ensure understanding.
- I can recommend books that they have read to their peers, giving reasons for their choices.
- I can identify and discuss themes in a range of writing and across longer texts.
- I can identify and discuss the conventions of different text types.
- I can learn a range of poetry by heart, for example, narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can identify and comment on writer's choice of vocabulary, giving examples and explanation.
- I can identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension.



Writing

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form, and register for the audience and purpose of the writing.
- I use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.
- I use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop main ideas logically in narrative and non-narrative writing.
- I use character, dialogue and action to advance events in narrative writing.
- I can summarise text, conveying key information.
- I can spell identified commonly misspelt words from Year 5 and 6 word list.
- I understand that the spelling of some words needs to be learnt specifically.
- I use dictionaries to check the spelling and meaning of words.
- I use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.
- I use a range of spelling strategies.
- I can choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- I can choose the writing implement that is best suited for a task (eg, quick notes, letters).



