

Meet the Teacher Handouts

Y6

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

The national curriculum expectations: **proof-read for spelling and punctuation errors** and **propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning** will be important in enabling all children to meet the standards for their year groups.

Year 6
Working towards the expected standard
The pupil can: • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters† • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly.¹

Year 6
Working at the expected standard
The pupil can: • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere† • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed.²

Year 6
Working at greater depth within the expected standard
The pupil can: • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • distinguish between the language of speech and writing^a and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^a [There are no additional statements for spelling or handwriting]

Cursive lowercase letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

Verbal path for cursive letters with lead-in lines



a	Start on the line, go round in a curve, back down, up down and hook.
b	Start on the line, go right to the top, back down, up and over, join up and hook.
c	Start on the line, go round in a curve, back down, around and hook.
d	Start on the line, go round in a curve, back round, up to the top, back down and hook.
e	Start on the line, go up in a loop, back down and around and hook.
f1	Start on the line, go nearly to the top, hook, over, back down and under, loop and hook.
f2	Start on the line, go nearly to the top, loop round, back down, loop round to join and hook.
f3	Start on the line, go nearly to the top, hook over, back down and under, loop and hook.
g	Start on the line, go round in a curve, back round, up, down under, loop and hook.
h	Start on the line, go right to the top, back down, up and over and hook.
i	Start on the line, go up down, hook, and dot.
j	Start on the line, go up down and under, loop, hook, and dot.
k1	Start on the line, go right to the top, back down, back up, loop, kick and hook.
k2	Start on the line, go right to the top, back down, curve up, curve down and hook.
l	Start on the line, go right to the top, all the way back down and hook.
m	Start on the line, go up, down, up and over, up and over and hook.
n	Start on the line, go up, down, up and over and hook.
o	Start on the line, go round in a curve, back all the way round, and hook.
p	Start on the line, go up, down under, back up and over, join up and hook.
q	Start on the line, go round in a curve, back round, up, down under and hook.
r	Start on the line, go up, down, up, a little way over and hook.
s	Start on the line, go round in a curve, back round, curve back and hook.
t	Start on the line, go nearly to the top, back down, hook, and then the stroke.
u	Start on the line, go up, down and round, up again, down and hook.
v	Start on the line, go up, down, up and hook.
w1	Start on the line, go up, down and round, up again, down and round, up again, and hook.
w2	Start on the line, go up, down, up, down, up and hook.
x1	Start on the line, go up, curve back, curve up, curve down and hook.
x2	Start on the line, go up, slope down, hook, and lift. Go to the top, slope back down.
y	Start on the line, go up, down and round, up, down, loop and hook.
z1	Start on the line, go up, across, slope down, loop under and hook.
z2	Start on the line, go up, across, slope down, across and hook.

Tripod Grip Rhyme

Listen to the rhyme:

▶ 0:00 / 0:06   

Right Handed Grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



...and grip.

Left Handed Grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



...and grip.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

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