

YEAR 6	ACHIEVEMENT STANDARDS	STUDENT UNIT ACHIEVEMENT (circle or shade student level of achievement)					
		E Limited knowledge and understanding of unit content and literacy outcomes	D Basic knowledge and understanding of unit content and literacy outcomes	C Sound knowledge and understanding of unit content and literacy outcomes	B Thorough knowledge and understanding of unit content and literacy outcomes	A Extensive knowledge and understanding of unit content and literacy outcomes	
READING	<ul style="list-style-type: none"> Identify connections between own experiences and characters in literature Compare key characteristics of texts by different authors and the different ways authors present characters, ideas and events. 	Needed teacher or peer support when reading the majority of unit texts.	Independently read some of the unit texts.	Demonstrated growing independence in reading and responding to unit texts, including one or two Topic Books.	Independently read most of the unit texts. Showed interest in some extension sources.	Capably read all the unit texts and sought extension experiences on unit topic.	
		<ul style="list-style-type: none"> Analyse and explain how structures, language features and literary devices contribute to the main purpose of the text Identify key points to clarify meaning and distinguish between relevant and irrelevant detail Listen and respond constructively to other opinions, offer alternative viewpoints Select relevant evidence to support personal viewpoints Compare and summarise information from different texts and make generalisations. 	Needed high level of support in sessions with Guided Reading Text A. Used basic reading strategies for unknown words and phrases.	Demonstrated a confident response to Guided Reading Text A. Still looking for illustrations in literary texts but wider experiences leading to further strategies.	Reading development suited to Guided Reading Text B. Confidently used diagrams, tables and the factual text visuals to support reading.	Reading ability suited to more challenging Guided Reading Text C. An interested reader and discussion participant who responds well to questions.	Demonstrated comprehensive reading skills and strategies. A critical reader, who led and guided others within the group.
GUIDED READING	<ul style="list-style-type: none"> Analyse and explain how structures, language features and literary devices contribute to the main purpose of the text Identify key points to clarify meaning and distinguish between relevant and irrelevant detail Listen and respond constructively to other opinions, offer alternative viewpoints Select relevant evidence to support personal viewpoints Compare and summarise information from different texts and make generalisations. 	Minimal understanding of how texts vary according to purpose. Some response to teacher prompting.	Showed developing understanding of text structures, meanings and purpose.	Consistent in recognising text structures. Regularly made the connections between literary or factual text types and purpose.	Confidently responded to the variety of texts and their complexity. Understood some texts have various texts within them.	Explored and recognised the range of unit text types. Could articulate how the writer was intent on influencing the reader.	
		<ul style="list-style-type: none"> Create well-structured imaginative, informative and persuasive written, oral and multimodal texts for a range of audiences Use an expanded vocabulary, grammatical patterns, complex sentence structures, cohesive links and literary devices Use complex sentences to connect and develop ideas Select details to sustain a point of view Use paragraphs on particular aspects of a topic to organise longer texts Clarify and explain how choices in language and literary features influence the meaning being communicated. 	Needed additional support when composing simple unit texts. Demonstrated little awareness for the need to proofread and edit.	Attempted to compose and process some simple literary and factual texts. Used a number of compound sentences when writing. Conducted some proofreading.	Composed and processed three or more complex literary or factual texts. Evidence of proofreading and editing at the time of writing.	Student Response Journal given regular attention. Showed progression by publishing most unit texts with good structure and editing.	Independently produced a range of texts, including <i>Challenge</i> presentation. Showed highly-developed proofreading and editing skills.
		<ul style="list-style-type: none"> Use complex sentences to connect and develop ideas Select details to sustain a point of view Use paragraphs on particular aspects of a topic to organise longer texts Clarify and explain how choices in language and literary features influence the meaning being communicated. 	Some contribution to unit word banks and lists. Little involvement in class and group discussions on figurative language.	Some recognition of figurative language in unit texts. Tried to apply more descriptive language to own writing through use of action verbs, adjectives and adverbs.	Writing improved through use of a variety of language features. Attempted the use of figurative language to improve own writing.	Identified and applied figurative language to own writing. Used unit technical language to produce both compound and complex sentences.	Focused on figurative language in all unit writing. Used technical terms when relevant and produced well-structured paragraphing.
WRITING	<ul style="list-style-type: none"> Use complex sentences to connect and develop ideas Select details to sustain a point of view Use paragraphs on particular aspects of a topic to organise longer texts Clarify and explain how choices in language and literary features influence the meaning being communicated. 	Little recognition of the appropriate unit text structures. Own unit writing content was minimal.	Writing attempted to focus on the topic. Used unit word banks with some attempt at technical terms.	Growing awareness of text structure and its relationship to writing purpose. Aware of intended writing audience.	Beginning to critically analyse own writing. Used thesaurus and other sources to improve own writing.	Critically analysed own writing. Strong evidence of the transference of unit language learning to writing.	
		<ul style="list-style-type: none"> Plan and deliver presentations appropriate to audiences and purposes Share and evaluate different ideas and opinions Develop different points of view and respond constructively to others' opinions. 	Minimal interest in unit topic. Short concentration, which often led to interjection of teacher and peer discussions.	Listened attentively to unit readings and discussions. Asked questions to clarify understanding.	Showed a real interest in the topic with active involvement in class and group discussions.	Very positive participation in the topic and associated listening activities. Collaborated well with ideas of others.	Superior listening to all readings and discussions. Followed up critical listening with higher-level thinking.
			<ul style="list-style-type: none"> Recognised the patterns and features of everyday interchanges. Lacked confidence in exploring further. 	Offered patterns and features of familiar and predictable spoken texts. Attempted some new forms of spoken text.	Confidently used familiar spoken text patterns. Some attention to Standard English in formal and informal spoken texts.	Willingly explored spoken patterns and their features, including appropriateness of Standard English.	Showed development of a range of spoken forms, which expressed own ideas, informed others and offered a personal opinion.
SPEAKING & LISTENING	<ul style="list-style-type: none"> Plan and deliver presentations appropriate to audiences and purposes Share and evaluate different ideas and opinions Develop different points of view and respond constructively to others' opinions. 	Little confidence demonstrated when involved in unit speaking activities.	Showed growing understanding that spoken texts vary according to context and purpose.	Explored a variety of speaking opportunities. Improved in confidence as unit progressed.	Experienced many speaking opportunities, adjusting spoken text according to the context and audience.	Demonstrated superior oral skills. Planned and prepared for oral presentations. Held audience interest.	