



Year 6 English Revision Summer 2012

The Exam Paper Will Consist of:

COMPREHENSION

(50 minutes)

(25 Marks)

A factual or fictional passage for the examination is taken from material appropriate in language, style and content to the age / interest range of the children. These are selected at the school's discretion without any standard pattern, to encourage a variety of approaches to the development of comprehension skills. An introductory line of explanation precedes the extract. Certain words may be glossed and defined. The questions are worded as simply and unambiguously as possible.

Candidates are expected to be able to:

- give information which can be obtained from a careful reading of the passage
- say how or why a writer is using language in a particular way
- demonstrate an understanding of this by continuing a piece of writing in the same or a different mode
- summarise part of the given information
- supply answers involving reasoning, personal opinion / experience or prediction
- use the text as evidence for answers
- explain vocabulary in context
- display a working knowledge of syntax, punctuation and the main parts of speech

Assessment Objective: to read a substantial passage unaided and give independent written responses to questions involving a range of comprehension skills.

Sample Comprehension Questions:

1. What does the narrator mean by 'I got the writing bug' (line 21)? (2)
2. Why do you think the narrator chooses Mr Merchant to talk to? (2)
3. Running the newspaper starts as 'a bit of a giggle' (line 1). How does the narrator's attitude to it change through the passage? (4)
4. Do you think that the narrator will become a good journalist? Give your reasons. (5)

Please note the pupils will be practising this style of comprehension questions in lessons.

COMPOSITION

(50 minutes)

(25 Marks)

Candidates are invited to show that they can organise their ideas effectively and convey their feelings or opinions in accurate, continuous writing.

The choice of essays covers the following range:

- imaginative / story writing
- factual / personal description
- writing involving discussion / opinion / memory
- a picture stimulus

At least one of the essay titles offers a range of content suggestions. The titles are worded as simply as possible, using such terms as: *essay, piece of descriptive writing, composition, diary entry, letter, story, write in any way you choose about ... , use this picture as a starting point / basis for ...*, with the intention that candidates should feel able to start writing freely without anxiety about the form.

Syntax

Candidates should be able to:

- demonstrate a basic competence with syntax, such as make a phrase or a clause into a complete sentence
- work with questions, commands, statements or exclamations
- write in the first person (a diary extract or letter) or the third person (a summary or account of events in sequence)

Punctuation

Candidates should be able to:

- use a range of punctuation accurately and to improve meaning
- use speech marks and punctuate speech accurately

Text Structure

Candidates should be able to:

- plan and organise writing into paragraphs with a clear beginning, middle and end.

Grammar

Candidates should be able to:

- demonstrate the difference between easily-confused words (such as their / there / they're; it's / its)

Assessment Objective: write unaided at reasonable length on one topic selected from a choice of work suitable for the age range

Sample Composition Questions:

Write an essay using ONE of the following titles. Each one is worth 35 marks. Presentation, handwriting, punctuation and spelling are all taken into account.

1. An Incredible Event

2. Treading Water
3. Sunday Mornings
4. Describe a place which your family enjoys visiting – perhaps for picnics or holidays. Write about the *place*, explaining the experiences and feelings which make you go back there.

Please note the pupils will be practising this style of composition questions in lessons.

The following is a guide for the marking of writing in Upper School English.

Grade	Mark Out of 25	Grade Description
A*	23 – 25	Exceptional work. Original, interesting and engaging. Excellent structure and organisation. Fluent style. Wide and appropriate vocabulary
A	20 - 22	Interesting, mostly original content, very good structure. Accurate with varied sentence structure. Varied and appropriate vocabulary.
B	16 - 19	Good in most of the above aspects. Content interesting, vocabulary varied and appropriate. Clear structure and largely accurate.
C+	14 - 15	In paragraphs, fairly good vocabulary. Quite accurate, some variation in sentence structure and of some interest.
C	12 -13	Weaker in structure and accuracy but meaning clear. Ability to handle plot or content. Adequate vocabulary and sentence structure.
C-	10 - 11	Quite a few inaccuracies with a limited vocabulary. Some confused sentences and poor paragraphing.
D+	8 – 9	Many inaccuracies with a limited vocabulary. Confusing sentence structure and paragraphing.
D	7 and below	Many inaccuracies, very limited vocabulary, no paragraphing and confused sequence. Basic ability to communicate.

Please note: presentation, handwriting and spelling are also taken into account.