



I am enjoying age appropriate books with confidence and fluency.

I am learning new vocabulary, using appropriate strategies.

I can evaluate how authors use language and consider the impact on the reader.

I can explain and discuss my understanding of what I read, drawing inferences and justifying these with evidence.

I can discuss, debate and give opinions about my reading

I can predict what might happen from details stated and implied and can summarise main ideas.

I can retrieve, record and present information from non-fiction texts.

I can make comparisons within and across texts.

I can read a variety of texts aloud, including poems, showing understanding through intonation, tone, volume & action.

Reading

I can plan, draft, edit, evaluate and proof read my writing.

I use a range of sentence starters to create specific effects.

I use grammatical structures & features and choose vocabulary appropriate to the audience and purpose.

I can use adverbs, expanded noun phrases and preposition phrases to add detail to sentences.

I can use grammar to create an impact.

I use the correct verb form, including passive and modal verbs.

I can write cohesively within and across sentences and paragraphs.

I can create atmosphere, describe settings and use dialogue to convey character and advance the action in my writing.

I can select resources (e.g. a thesaurus) to help with my writing and can use with confidence.

Composition

Firing our imaginations. (Poetry)

Whose point of view? (Writing from different viewpoints)

The powers of persuasion. (Letter from Lord Shaftesbury)

What did you think? (Playscripts and Review of YSC performance)

Painting pictures with words. (Descriptive poetry)

What's your opinion? (How to debate)

What do you think is the greatest invention? (Writing an online article)

What makes a good reader? (Revision sessions)

Preparing to perform! (Scripts for leavers assembly)

The power of storytelling.

I can vary sentence length for effect.

I can use a wide range of clause structures and vary their position within the sentence.

I write in paragraphs which can clearly signal a change in subject, time, place or event.

Structure

I am learning to use the semi-colon, colon, dash and hyphen.

I can use the colon to introduce a list and semi-colon within lists.

I can use inverted commas, commas for clarity, and punctuation for parenthesis.

Punctuation

I can maintain legibility, fluency and speed in my handwriting.

Handwriting

I always spell our non-negotiable words correctly.

I can spell the words from my Year 6 Spelling Shed lists.

I can spell most of the words from the Y5/Y6 spelling list.

My spelling is generally correct and I can use spell checking resources for more ambitious words.

Spelling