



I am familiar with and can talk about a wide range of books and text types, showing understanding and enjoyment.

I like recommending books I have enjoyed to others.

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I am learning to scan a text in order to help me retrieve key information.

I can infer characters thoughts, feelings and motives.

I can predict what may happen next, from clues or suggestions in the text and can summarise a text using key details.

I have strategies for learning new vocabulary, including asking for explanations when I meet an unfamiliar word.

I can read my own and others' work aloud with confidence and can prepare poems to perform, learning elements of them by heart.

Reading

I can discuss the audience and purpose of the writing.

I can plan my writing, using ideas of my own but drawing on expertise from authors.

I can start a sentence in different ways.

I can use the correct features of the text type we are working on and use devices to guide the reader e.g. bullet points.

I can develop characters through action and dialogue and describe settings and atmospheres effectively.

I can use well chosen vocabulary to create an impact and I can use a thesaurus to help me.

I can use stylistic devices, e.g. metaphor/simile.

I can proof read my work to check for errors such as inconsistent tense and subject and verb agreement.

I can make changes in order to improve the effectiveness of my writing.

Composition

Firing our imaginations. (Poetry)	It's a rap! (A rap for our school)	Exploring emotions. (Diary writing)
Animals on the move. (Report writing)	How can I explain? (An explorer's handbook)	The power of story telling.
Powerful writing. (Mythical scene)	Understanding others. (Writing from different viewpoints)	Come to our school (Writing an advert)
Come and visit the museum. (Writing to persuade)		I can perform. (Performance poetry)

I can write legibly in a joined style, when writing at speed.

Handwriting

I can use brackets, dashes and commas to indicate parenthesis.

I am beginning to use commas in longer sentences, to clarify meaning or avoid ambiguity.

I can use apostrophes for omission and possession.

I understand the difference between direct and reported speech.

Punctuation

I can use complex sentences and relative clauses.

I can use correct verb forms, including modal.

I can build cohesion within and between paragraphs.

Structure

I can spell the words on our non-negotiable spelling list.

I can spell the words from my Year 5 Spelling Shed lists

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

I can use a dictionary to help spell words correctly in my writing.

Spelling