



Writing

- I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.
- I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.
- I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.
- I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.
- I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.
- I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
- I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.
- I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.
- I can mark and edit work to have the correct tense throughout.
- I can mark and edit work to have the correct subject and verb agreement.
- I can read work looking for spelling errors and correct them using a dictionary.
- I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.
- I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.
- I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.
- I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.
- I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.
- I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
- I can use brackets and can also use dashes or commas for the same purpose.
- I can use commas to make my writing clear to the reader.
- I can understand the terms: Modal verb, relative pronoun. Relative clause, bracket, dash.

Word Reading

- ***I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.***

Comprehension

- I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ***I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.***
- ***I can write or give a detailed book review including reasons why I would recommend the book.***
- I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.
- I can discuss and compare events, issues and characters within a book.
- I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear.
- ***I can understand what I am reading by checking the book makes sense and finding the meaning of new words.***

- I can ask sensible and interesting questions about the texts to help me understand them more.
- I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.
- I can predict what might happen in increasingly complex texts by using evidence from the text.
- I can talk about why authors use language, including figurative language, and the impact it has on the reader.
- I can tell the difference between statements of fact and opinion.
- ***I can find and write down facts and information from non-fiction texts.***

Spoken Language

- ***I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.***