



**Writing**

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
- In narratives, describe settings, characters and atmosphere.
- Integrate dialogue in narratives to convey character and advance the action.
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- Use verb tenses consistently and correctly throughout their writing.
- Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech).
- Spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting when writing at speed.

**Reading**

- Read aloud with intonation that shows understanding.
- Work out the meaning of words from the context.
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.
- Predict what might happen from details stated and implied.
- Retrieve information from non-fiction.
- Summarise main ideas, identifying key details and using quotations for illustration.
- Evaluate how authors use language, including figurative language, considering the impact on the reader.
- Make comparisons within and across books.
  - Read age-appropriate books with confidence and fluency (including whole novels).