



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 the Hotel for Wizards (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 class 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