

I can	English – Year 6 (expected)
Word Reading	Tell you the meaning of many new words.
	Read many words that I have not encountered before.
Comprehension	Discuss with confidence a wide range of fiction, poetry, plays, non-fiction and reference/text books.
	Read and understand a variety of different literary structures.
	Read and understand books written for a wide range of different purposes.
	Enjoy a wide variety of different fiction genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions.
	Recommend books to my friends and discuss why I like them and what could be better about them.
	Identify and discuss the themes and conventions of many stories.
	Recite many poems from memory.
	Prepare and direct a play for performance.
	Sense-check texts for meaning.
	Ask questions to improve my understanding.
	Infer information about the feelings, thoughts and motives of characters from what I am reading.
	Predict what might happen from details stated and implied.
	Summarise the main ideas in a text of several paragraphs.
	Tell you how the language, structure and presentation add to the meaning of a text, giving examples.
	Discuss and evaluate how authors use language to impact the reader.
	Retrieve, record and present information from a variety of non-fiction sources.
	Participate in classroom discussions with my peers about books that I have read, or that somebody has read to me or summarised for me.
	Explain and discuss what I have read through formal presentation.
	Provide a reasoned argument to support my views.
	T r o

I can	English – Year 6 (expected)
	Spell some words with 'silent' letters.
	Distinguish between homophones by their spelling.
	Spell the words I have been taught.
	Use a dictionary to check the spelling and meaning of words.
	Use a thesaurus to find alternative words with the same meaning.
Composition and handwriting	Identify my audience and write with them in mind.
	Draft my work developing initial ideas and researching where necessary.
	Consider how authors have developed characters and settings and use that knowledge to plan my own work.
	Select and use the correct grammar and explain how my choices can change and enhance meaning.
	Write a short précis of a longer passage.
	Use organisational and presentational devices to structure stories.
	Assess the effectiveness of my writing and other people's writing.
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.
	Check my work to ensure that the correct tense is used.
	Check my work to ensure that the correct subject and verb agreement is used.
Check my work for spelling and punctuation errors.	
Write cursive text legibly, fluently and with increasing speed.	
Vocabulary, grammar and punctuation	Punctuate direct and indirect speech.
	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas; hyphens; brackets for parenthesis.
	Use semi-colons, colons and dashes as boundaries between independent clauses.
	Use a colon to introduce a list.
	Punctuate bullet points.
Use the grammar I have learned.	