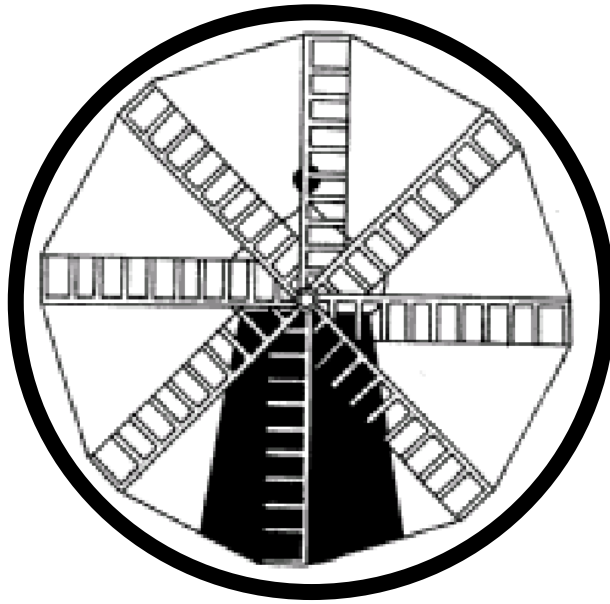


Heckington St. Andrew's Primary School



English Learning Journey

Name: _____

YEAR FIVE

PUNCTUATION

<i>I can identify punctuation marks: colon, semi-colon, dash, hyphen and can respond to them when reading.</i>	<i>I can punctuate almost all sentences correctly with capital letters, full stops, question marks, exclamation marks, inverted commas and apostrophes.</i>	<i>I can use punctuation effectively in my writing to signpost meaning in longer and more complex sentences.</i>
<i>I can use commas deliberately to clarify meaning and avoid ambiguity.</i>	<i>I can use brackets, dashes or commas to indicate parenthesis.</i>	<i>I can use pluralisation and apostrophes accurately, on most occasions.</i>
<i>I can use capitalisation in factual writing to improve layout.</i>	<i>I can use a hyphen to join a prefix to a word when appropriate.</i>	<i>I can correctly use commas before inverted commas.</i>

GRAMMAR

I can use conjunctions to link clauses within sentences and to link sentences in longer texts.	I can identify the main clause in a long sentence.	I can identify subordinate clauses.
I can investigate sentences which have more than one clause.	I understand how clauses are connected.	I can use a relative clause beginning with who, which, where, why or whose.
I can use a range of verb tenses including past, present and future.	I can form auxiliary verbs using have, was, shall, will	I can form active, interrogative and imperative verbs.
I can write verbs in the 1 st , 2 nd and 3 rd person.	I can experiment with transforming tense/form/ person when writing.	I can indicate degrees of possibility using modal verbs (should, might, will, must)
I can indicate degrees of possibility using adverbs (perhaps and surely)	I understand the difference between direct and reported speech.	I know when it is best to use reported speech and when it is best to use direct speech

GRAMMAR

I can find and compare examples of direct and reported speech from reading.	I can transform direct speech into reported speech and vice-versa	I can use complete sentences in my writing.
I can link ideas across paragraph using adverbials of time, place, number, manner and frequency.	I can use adverbs which modify or intensify (e.g. very, extremely, slightly)	I can use Standard English to make sure that there is agreement between nouns and verbs.
I can use Standard English to ensure consistency of tense and subject.	I can avoid using double negatives in my writing.	I can avoid using non-standard dialect words in my writing.
I can use the term preposition correctly and understand its function in a sentence.	I can search for, identify and classify a range of prepositions.	I can experiment with substituting different prepositions and how this changes meaning.
I can investigate word order by examining how far the order of words in a sentence can be change.	I can say which words are essential to meaning in a sentence.	I can say which words can be deleted from a sentence without damaging the basic meaning.
I can say which words or groups of words can moved into a different order.	I can use devises to build cohesion within a paragraph (e.g. then, after that, firstly)	From reading, I understand how dialogue is set out.

WRITING

Thinking Before Writing

I can orally plan the structure of the whole piece, including supporting detail in each paragraph of writing.	I can plan links between sentences within each paragraph.	I can establish features of a selected form clearly, with some adaptation to purpose.
I can develop ideas for narrative drawn from my experience of reading books and watching plays.	I can use a given variety of planning structures to make appropriate notes, including topic-specific vocabulary.	I can create my own scripted or improvised drama (including character development) in order to develop creative and imaginative writing.

Thinking during Writing

I can use a variety of sentence lengths, structure or subject to provide clarity and emphasis.	I can use some features of sentence structure to build up detail or convey shades of meaning.	I can use sentence starters in different ways including to highlight the main idea.
I can use devices to build cohesion within paragraphs or verses (e.g. secure use of pronouns).	I can link ideas across paragraphs or verses using adverbials of time, place and number.	I can organise my writing in logical sequence with paragraphs or sections to show different information and events.

WRITING

Thinking during Writing

I can use layout devices to structure texts (e.g. headings, subheadings, columns, etc.).	I can maintain a clear purpose across a range of writing with all features of the chosen form used appropriately to maintain the reader's interest.	I can develop a generally appropriate style across a range of writing.
I can add well-chosen content to interest the reader.	I can choose language for effect and to engage and impact on the reader.	I am starting to make vocabulary choices to reflect shades of meaning (e.g. 'latest', 'cutting-edge', 'up-to-date').
I know the audience and purpose of writing.	I can choose relevant ideas and content is for my writing.	I can use stylistic devices to create effects in writing, (e.g. simile, metaphor and personification)
I can use poetic structures in a range of forms including narrative and performance poetry.	I can write narrative structures to include most elements (introduction, build-up, main event, resolution, ending).	I can develop characters and settings, included within my own scripted drama, using similar writing models to adapt my own ideas.
I can write about real events in a logical order, including clear structure and relevant detail, covering areas of who, which, why, where, when.	I can independently select the correct features to include in my non-fiction writing.	I can use appropriate, logical conjunctions when writing to persuade.
I can select the most appropriate features of persuasive writing for the task.	I can maintain a clear viewpoint and, in discussion texts, make clear choices about how to present a balanced viewpoint.	

WRITING

Thinking after Writing

<i>I can proofread for spelling and punctuation errors, consistent tense and meaning, editing as I go along.</i>	<i>I can suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</i>	<i>I am beginning to check for correct subject and verb agreement, distinguishing between the language of speech and writing.</i>
<i>I can critically evaluate my own and others' writing indicating changes to vocabulary, grammar and punctuation to improve clarity and effect.</i>	<i>I can make choices about how to perform my own compositions effectively.</i>	

WORD READING

<i>I can apply my knowledge of root words, prefixes and suffixes to read aloud, fluently and accurately.</i>	<i>I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</i>	<i>I can read a range of texts fluently and accurately.</i>
<i>I can work out any unfamiliar words, focusing on all letters so that I do not mistake similar, more familiar words.</i>	<i>I can re-read and read ahead to check for meaning.</i>	<i>I can decode automatically over a wide range of reading.</i>
<i>I can use knowledge of syllables to automatically read most words.</i>	<i>I can use my growing knowledge of compound words to assist pronunciation and infer word meanings.</i>	<i>I can read homophones and other words that are often confused in order to assist understanding of a text.</i>
<i>I can carefully read contractions to avoid misconceptions (e.g. shell/shell).</i>	<i>I can read an increasingly complex range of exception words.</i>	<i>I can make my own book choices, knowing which books I can read fluently and showing my personal preference.</i>

Responding to Reading

I can listen to and discuss a wide range of fiction, poetry and plays, non-fiction, reference or text books independently.	I can retell a wide range of stories, including myths and legends, traditional tales, modern fiction, classic literature by listing the main events in a logical sequence.	I can vary intonation, tone, volume and action to improve the performance of a play or poetry reading, responding in a positive way to constructive feedback.
I can confidently recite a wide range of poems by heart, using appropriate intonation, volume and expression in order to engage the audience and make meaning clear.	I can recommend books I have read to others, giving reasons for my choices.	I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
I can explain and discuss my understanding of what I have read in a formal way, showing some justification of my viewpoint.	I can discuss the work of some established authors and I know what is special about their work.	I can identify relationships between characters, explaining the effect this has on the reader.

Linguistic Skills

I can self correct and apply my growing knowledge of root words, prefixes and suffixes to understand new words.	I can discuss how authors use language, including figurative language.	I can reflect on similarities and differences between texts or versions, using explanations.
I can routinely use dictionaries and thesauri to learn the meaning of new words and to develop understanding of shades of meaning.	I can talk about the effects of different words and phrases to create different images and atmospheres.	I can talk about the author's choice of language and its effect on the reader in non-fiction texts.
I can understand that figurative language creates images.	I can identify the ways in which paragraphs are linked.	I can discuss how an author builds a character through dialogue, action and description.

LITERAL COMPREHENSION

<i>I can skim and scan to identify key ideas in a text.</i>	<i>I can use my knowledge of features of non-fiction to effectively find information and present key facts.</i>	<i>I can quote directly from the text to answer questions.</i>
<i>I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.</i>	<i>I can refer to the text to support my opinions and predictions.</i>	<i>I can make notes from text marking.</i>
<i>I can summarise the main ideas from more than one paragraph, identifying some key details.</i>	<i>I can identify statements of fact and opinion.</i>	<i>I can ask questions to improve my own or others' understanding of words, phrases or parts of text, and discuss answers.</i>

INFERENTIAL COMPREHENSION

<i>I can make inferences about a character's feelings, thoughts and motives, and justify, using evidence from the text, and discuss answers.</i>	<i>I can understand and explain different characters' points of view.</i>	<i>Make reference to different parts of the text, using evidence from the text (e.g. about a character's motives from their actions.)</i>
<i>I can use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the text.</i>	<i>I can predict what might happen from details, both stated and implied, and give reasons for my predictions.</i>	<i>I can identify common features in different texts, or versions of the same text, making simple comments about characters, settings, themes and presentational features.</i>

INFERENTIAL COMPREHENSION

<i>I can create inference questions base on different points of reference in the text.</i>	<i>I can comment on the writer's choice of words (e.g. "furious" shows how angry the character is).</i>	<i>I can identify the main purpose of a text, showing awareness of viewpoint with reference to the text (e.g. "he only tells you good things about the farm, making the shop sound boring").</i>
<i>I can comment on specific use of language and identify the effect on the reader (e.g. "The way she describes him as 'rat-like' and 'shifty' makes you think he's disgusting").</i>		

SPELLING

I can spell words ending in -cious or -tious (e.g. delicious, infectious)	I can spell words ending in -ible and -able (-ibly , -ably) e.g. adorable, adorably, forcible, visibly)	I can spell words with the /i/ sound spelt ei after c (e.g. deceive, conceive, ceiling)
I can spell words with the letter string ough (e.g. ought, cough, through, plough)	I can spell words with silent letters (e.g. knight, doubt, island, thistle, solemn)	I can spell homophones and other words that are often confused.
I can spell words with unstressed vowels.	I can spell words ending in -er (e.g. sugar, instructor, genre, grocer)	I can spell words ending in ary , ory and ery (e.g. factory, battery, glossary)
I can spell words ending in shun (e.g. persuasion, completion, inclusion)	I can spell words with the letter string au (e.g. trauma, naughty, fault)	I can spell words with the letter string our (e.g. glamour, devour)
I can spell words with the soft 'c' (e.g. decide, excellent, decent)	I can spell words with the spelling pattern ci , cu and cc (e.g. delicious, social, luscious, vicious)	I can spell words with the soft 'g' (e.g. digest, strange, genius, rigid, tragic)

SPELLING

I can spell words ending <i>ti</i> and <i>tu</i> (e.g. fiction, actual, factual, statue)	I can spell words with the prefixes <i>in</i> , <i>im</i> , <i>ir</i> and <i>il</i>	I can spell words with the prefix <i>ad</i> (e.g. admit, advance, adjacent)
I can spell words by adding suffixes to words ending in <i>e</i> (e.g. careful, cared, careless, caring)	I can spell words by adding suffixes to words ending in <i>y</i> (e.g. heavy— heavier, heaviest, heavily, heaviness)	I can spell words by adding suffixes where the last letter is doubled (e.g. forgotten, permitted)
I can spell words ending <i>ous</i> (e.g. marvellous, victorious, various)	I can spell more words by adding affixes to root words (e.g. colourful, discolour, uncover, reclaim)	I can spell more words by thinking about word families
I can show awareness of morphology and the history of words and relationships between them (e.g. the word 'conscience' is related in origin to the word 'science').	I can segment more complex words with increasing accuracy, and apply spelling rules.	I can spell words containing more common letter strings which can represent different phonemes (e.g. cough and plough).
I can use contracted words accurately in context, knowing where this is appropriate (e.g. in informal texts).	I can notice and collect common exception words from my own reading and spell some of them accurately.	I can use the first three or four letters of a word to check its spelling and meaning in a dictionary.

SPELLINGS FOR YEAR 5

<i>accompany</i>	<i>according</i>	<i>achieve</i>	<i>ancient</i>	<i>attached</i>	<i>available</i>
<i>average</i>	<i>bruise</i>	<i>category</i>	<i>cemetery</i>	<i>community</i>	<i>competition</i>
<i>correspond</i>	<i>definite</i>	<i>develop</i>	<i>dictionary</i>	<i>disastrous</i>	<i>equip (-ed, -ment)</i>
<i>excellent</i>	<i>familiar</i>	<i>forty</i>	<i>guarantee</i>	<i>identity</i>	<i>individual</i>
<i>interfere</i>	<i>interrupt</i>	<i>language</i>	<i>leisure</i>	<i>lightning</i>	<i>marvellous</i>
<i>mischievous</i>	<i>muscle</i>	<i>neighbour</i>	<i>nuisance</i>	<i>occupy</i>	<i>occur</i>
<i>opportunity</i>	<i>profession</i>	<i>programme</i>	<i>queue</i>	<i>relevant</i>	<i>rhyme</i>
<i>rhythm</i>	<i>secretary</i>	<i>shoulder</i>	<i>sincere(ly)</i>	<i>suggest</i>	<i>thorough</i>
<i>twelfth</i>	<i>variety</i>				

SPOKEN WORD

<i>I can engage the interest of the listener by varying my expression and vocabulary.</i>	<i>I can adapt my language to the audience, purpose and context.</i>	<i>I can explain the effect of using different language for different purposes.</i>
<i>I can develop my ideas and opinions with relevant detail and in response to others' comments.</i>	<i>I can express my ideas and opinions, justifying my point of view.</i>	<i>I can show understanding of the main points, significant detail and implied meanings in a discussion.</i>
<i>I can pay close attention to what others say and ask questions to develop ideas.</i>	<i>I can use Standard English in formal situations.</i>	<i>I can respond appropriately towards different audiences, adapting my talk to meet their needs and demands.</i>
<i>I can ask questions that develop my own and others' ideas.</i>	<i>I can vary my vocabulary and expression, to convey my own opinions and ideas clearly, using evidence.</i>	<i>I can talk fluently, adapting my talk sensitively for different situations.</i>
<i>I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.</i>	<i>I can deliberately choose speech, movement and gesture to enhance a performance and appeal to an audience.</i>	<i>I can understand and begin to select the appropriate register according to the context.</i>
<i>I can adapt my talk for the requirements of a widening range of contexts, including some formal.</i>	<i>I can use multimedia to make a presentation to the class (e.g. PowerPoint) and listen to feedback.</i>	<i>I can appreciate other people's opinions, adding my own viewpoint where appropriate.</i>
<i>I can shape the direction of talk by sharing my ideas.</i>	<i>I can maintain a given role/ viewpoint effectively throughout a discussion or debate.</i>	<i>I can perform poems or plays from memory, making careful choices about characters and situations by adapting my expression and tone.</i>

HANDWRITING

I can choose the most appropriate writing implement for the task, to include the use of a pen.	I can use consistent letter sizing on most occasions across all of my writing.	I can use capital letters to fill in forms.
I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether to join or not to join specific letters.	I can use a range of numerals (e.g. roman numerals for labelling).	I can use handwriting for different purposes including: note-making (quick writing, often including abbreviations)
I can practise the correct formation of letters.	I can write ascenders and descenders to an appropriate length so that they do not touch within line spacing.	I use diagonal and horizontal strokes including leaving adjacent letters unjoined where necessary.
I can use handwriting for different purposes including fast and fluent writing (neat/legible for all readers)	I can use handwriting for different purposes including best writing (writing for presentations)	I can use handwriting for different purposes including printing (e.g. labelling captions, posters.)
I can set my own targets for improving my handwriting.		

YEAR SIX

PUNCTUATION

I can mostly use capital letters correctly in my writing.	I can mostly use full stops correctly in my writing.	I can mostly use question marks correctly in my writing.
I can mostly use exclamation marks correctly in my writing.	I can use a wide range of punctuation to demarcate sentences accurately.	I can use inverted commas and other punctuation to indicate direct speech.
I can use a semi-colon to indicate a stronger subdivision of a sentence than a comma and around a clause.	I can use a colon to indicate a stronger subdivision of a sentence than a comma and around a clause.	I can use a dash to indicate a stronger subdivision of a sentence than a comma and around a clause.
I can use parenthesis accurately in my writing.	I can use the punctuation of bullet points to list information	I understand how hyphens can be used to avoid ambiguity and can use these in my writing.
I can use punctuation marks accurately in complex sentences.	I can use the range of punctuation used at KS2 correctly and, when, necessary, use such punctuation precisely to enhance meaning and avoid ambiguity,	

GRAMMAR

I can use a range of active and passive sentences.	I can use expanded noun phrases to convey complicated information concisely.	I understand the “ impersonal ” voice and to be able to write in this style where appropriate.
I can identify, understand and form complex sentences through using different connecting devices.	I can identify, understand and form complex sentences through using main and subordinate clauses confidently .	I can identify, understand and form complex sentences through identifying and using embedded (relative) clauses
I can identify, understand and form complex sentences through using clauses to achieve different effects.	<i>I can ensure the consistent and correct use of tense throughout a piece of writing.</i>	I can use the correct subject / verb agreement when using singular and plural .
<i>I can use a range of devices to build cohesion (e.g. conjunctions, adverbials, pronouns, synonyms) within and across paragraphs.</i>	I understand how points are typically connected in different types of texts	I can use a range of connecting words and phrases appropriately in writing.
I can use conditionals to construct sentences which express possibilities or hypotheses etc. including in past and future tense.		

WRITING

Thinking Before Writing

I can demonstrate the processes needed to plan writing by thinking aloud to generate ideas.	I can critically evaluate and select appropriate features to use and adapt.	I can create my own checklist independently.
I can select the most appropriate planning frame for the genre of writing, making note of precise vocabulary.	I can refine, share and respond to scripted and improvised drama in order to develop creative and imaginative writing.	

Thinking during Writing

I can write for a range of purposes.	I can use paragraphs to organise ideas.	In narratives, I can describe settings and characters.
In non-narrative, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, etc.).	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.	I can describe settings, characters and atmosphere when writing narrative.
I can integrate dialogue in narratives to convey character and advance the action.	I can write a range of sentence lengths, structures and subjects to provide clarity and emphasis.	I can use a range of sentence starters to create specific effects, e.g. adverbials, conjunctions, -ing, -ed
I can use more features of sentence structure to build up detail or express shades of meaning (e.g. vary word order).	I can use a wider range of cohesive devices.	I can draw upon reading and research where necessary to enrich their writing.

Thinking during Writing

I can use a wide range of vocabulary including for effect/atmosphere and to match the topic.	I can maintain an appropriate style to maintain readers' interest throughout.	I can write paragraphs with a topic sentence which clearly signals a change in, e.g. subject, time, place and event.
I can sustain and develop main ideas logically in narrative and non-narrative writing.	I can maintain a clear viewpoint when writing to persuade and, in discussion texts, know how to present a balanced viewpoint.	I can use higher order, appropriate and logical conjunctions and include all features in a widening range of persuasive writing.
I can identify the audience/purpose of a range of text types, making features clear and establishing an appropriate style.	I can use accurate information and clearly expressed, appropriate/content in my writing.	I can use poetic techniques in a range of forms, including the use of personification and metaphor.
I can write about real events using accurate and appropriate language, (e.g. technical and formal language to recount a science investigation).	I can confidently précis longer passages.	I can draw upon my knowledge and experience of reading non-fiction in order to produce a wider range of informative writing., selecting the most appropriate features.
I can exercise assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary.	I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing upon what I have read as a model for my own writing.	I can distinguish between the language of speech and writing and choose the appropriate register.

Thinking after Writing

<i>I can proofread for spelling and punctuation errors</i>	<i>I can proofread for consistent and correct use of tense/person.</i>	<i>I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i>
<i>I can edit the content of my writing, ensuring ideas/materials are expressed coherently and logically to target the reader.</i>	<i>I can check for correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the correct register..</i>	<i>I can critically evaluate my own and other's writing indicating changes to vocabulary, grammar and punctuation to improve clarity and effect.</i>
<i>I can make choices about performing my own compositions, taking the needs of the reader into account.</i>	<i>I can perform my own compositions using appropriate intonation, volume and movement so that meaning is clear.</i>	

WORD READING

<i>I can work out the meaning of unknown words from the way they are used in context.</i>	<i>I can read aloud increasingly challenging texts to an audience, using appropriate volume, tone and expression</i>	<i>I can read accurately, displaying a sound knowledge of contractions.</i>
<i>I can read many words that I have not encountered before.</i>	<i>I can use my growing knowledge of morphology and etymology to assist pronunciation and infer word meanings.</i>	<i>I can apply all of the skills I have been taught to read fluently and accurately for pleasure and to extend knowledge.</i>
<i>I can understand and explain the function of sophisticated punctuation.</i>	<i>I can use punctuation effectively to read aloud for an audience.</i>	<i>I can fluently read polysyllabic words met.</i>
<i>I can fluently read most complex compound words met, using correct punctuation to assist meaning.</i>	<i>I can fluently read an extended range of homophones to assist understanding of a text.</i>	<i>I can make my own book choices, combining challenge with reading preference and widening my range of reading to include new authors and a range of genres.</i>

Responding to Reading

I can listen thoughtfully to a wide range of genres, including more challenging whole books and classic texts.	I have experienced a range of books/authors that I may not have chosen myself.	I can use gesture and movement aptly to improve the quality of my reading.
I can read/recite in role to reflect a character.	I can retell a wide range of stories, identifying the main events and present them in different forms (e.g. change a story into a play).	I can prepare poems and plays to read aloud and to perform showing understanding through intonation, tone and volume.
I can recite a wider range of poetry by heart.	I am familiar with, write and use book reviews to guide my own reading and to recommend choices to my peers.	I can make use of libraries effectively and independently.
I can clearly present my own views about books I have read, providing reasoned justifications for my views on what I have read.	I can explain and discuss understanding of what I have read through formal presentations and debates.	

Linguistic Skills

I can self-correct using the context, and apply my knowledge of root words, prefixes and suffixes to understand new words.	I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	I can compare themes and conventions within and across text types, with growing confidence.
I can apply knowledge of shades of meaning across a wide variety of texts and writing, using words appropriately in different contexts.	I can identify and explain how meaning is enhanced through choice of words and phrases.	I can comment on the success of texts in provoking particular responses (e.g. anger, sadness).

LITERAL COMPREHENSION

<i>I can record and skilfully present relevant information from non-fiction, including leaflets, programmes and reviews.</i>	<i>I can distinguish between statements of fact and opinion.</i>	<i>I can summarise the main ideas from more than one paragraph, identifying key details that support the main idea.</i>
<i>I can refer to the text to support my opinions and elaborate on them in order to explain them fully.</i>	<i>I can show ability to use skimming and scanning techniques.</i>	<i>I can decide on the quality and usefulness of a range of texts and explain clearly to others.</i>
<i>I can read a wider range of genres/text types, structured in different ways, and continue to read for a range of purposes.</i>	<i>I can make comments about fictional texts, generally supported by relevant textual reference or quotation.</i>	<i>I can create literal questions that require reference to more than one point in the text.</i>

INFERENTIAL COMPREHENSION

<i>I can explore alternatives that could have occurred in texts referring to the text to justify ideas.</i>	<i>I can clarify the meanings of ambiguous words and / or phrases in context</i>	<i>I can infer and deduce authorial intent, character and aspects of plot, based on evidence drawn from different points in the text</i>
<i>I can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.</i>	<i>I can predict what might happen from details, both stated and implied, using knowledge gained from a wide variety of texts</i>	<i>I can justify my predictions, drawing evidence from different parts of the text.</i>

INFERENCEAL COMPREHENSION

I can identify and discuss implicit and explicit points of view in some texts.	I can explain a character's motives throughout a story and use evidence from the text to back up opinions.	I can infer messages, moods, feelings and attitudes across a text.
I can recognise which characters the writer wants the reader to like or dislike and what techniques are used to achieve this.	I can confidently identify the point of view of some texts, providing explanations, and explaining how this impacts on the reader.	I can recognise how different types of text retain features, but reflect the time, language, and setting in which they were written (e.g. Shakespeare).
I can make inferences or deductions based on evidence from different points in a text, though may not always be securely rooted.	I can create inference questions based on evidence from specific parts of the text.	I can identify some basic features of language used (e.g. 'All the questions make you want to find out what happens next.').
I can make simple comments on the overall effect on the reader, related to authorial intent.		

SPELLING

I can spell words ending in -cial and -tial (e.g. official, partial, essential)	I can spell words ending in -ant , -ance/ancy , -ent , -ence/ency (e.g. decency, frequency)	I can spell words by adding suffixes beginning with vowel letters to words ending in fer (e.g. referred, preferred)
I can spell words by using a hyphen (e.g. co-ordinate, re-enter, co-own)	I can spell homophones and other words that are confused	I can spell words representing sounds with a alternative letters (e.g. stomach, system)
I can build words to spell using affixes (e.g. decomposition, uneasiness)	I can spell words thinking about rules and exceptions (e.g. suitable, suitably)	I can spell words by thinking about word relationships (e.g. know—knowledge, please—pleasant)
I can spell words using visual strategies (e.g. permanent, argument, calendar)	I can spell words with unstressed vowels (e.g. opportunity, vegetable, astronomy)	I can spell words with unstressed consonants (e.g. shepherd, parliament, raspberry)
I can spell words with double or single consonants (e.g. immediate, parallel, apprehensive)	I can spell words by adding prefixes (e.g. distract, subtract, contract)	I can spell words by choosing the correct prefix (e.g. engulf, imbalance, inspire)

SPELLING

I can spell words by adding suffixes to words ending in l (e.g. shrivelled, metallic, rebellious)	I can spell words by adding ate , ify , ise and en (e.g. glorify, apologise, validate)	I can spell words by changing the root word (e.g. curious, curiosity, reveal, revelation)
I can spell words by thinking about word families (e.g. cent—century—percentage)	I can spell words with Latin and Greek roots (e.g. vis—visible, vision, visual, visa)	I can spell words that combine two root words or a root word and a suffix (e.g. technology, diagram, hemisphere)
I can spell words with Greek spelling patterns (e.g. ph) (e.g. phonics, cenotaph, pamphlet)	I can spell words with tricky word endings (ior , ion , ium , us) (e.g. junior, trapezium, stimulus, million)	I can spell words with silent letters (e.g. psalm).
I can use a dictionary, thesaurus and spell checker competently in all curriculum areas.	I can write dictated passages, fluently and correctly.	

SPELLINGS FOR YEAR 6

accommodate	aggressive	amateur	apparent	appreciate	awkward
bargain	committee	communicate	conscience	conscious	controversy
convenience	criticise	curiosity	desperate	determined	embarrass
environment	especially	exaggerate	existence	explanation	foreign
frequently	government	harass	hindrance	immediate(ly)	necessary
parliament	;persuade	physical	prejudice	privilege	pronunciation
recognise	recommend	restaurant	sacrifice	signature	soldier
stomach	sufficient	symbol	system	temperature	vegetable
vehicle	yacht				

SPOKEN WORD

I can expand my vocabulary, through questioning listening, reading and experimenting and using subject-related words.	I can deliberately choose specific dialogue, gesture and movement in different roles and scenarios to engage an audience and make the meaning clear.	I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing complex feelings.
I can talk fluently, clearly and audibly in a range of situations, using formal and standard English as appropriate.	I can ask questions that challenge and also show sensitivity to the ideas and views of others.	I can independently articulate and justify answers, arguments and opinions.
I can listen carefully to others during discussion, demonstrating empathy and understanding by responding positively to their ideas and views.	I can listen and respond confidently to others, paying close attention to what is said in an increasing range of contexts.	I can constructively shape the direction of talk by introducing new materials and ideas.
I can effectively maintain a given role or viewpoint throughout a discussion or debate, drawing ideas together and influencing the direction it takes.	I can independently explain and develop ideas, explicitly building upon the ideas of others.	I can engage listeners through my choice of vocabulary and register according to the context.
I can perform my own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.	I can perform poems or plays from memory, making deliberate choices of how I convey ideas about characters, context and atmosphere.	I can adapt talk confidently for the requirements of a wide range of audiences, using the correct register.
I can adapt talk confidently for the requirements of a wide range of contexts and purposes.	I can clearly structure talk, using varied, lively vocabulary and expression to engage the audience.	I can use multimedia to make a presentation to the class, responding positively to feedback.

HANDWRITING

I can choose the most appropriate writing implement for the task, mainly using a pen.	I can use consistent letter sizing across all of my writing.	I can use capital letters with ease to fill in forms.
I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether to join or not to join specific letters.	I can continue to form/ recognise a wide range of numbers for different purposes (e.g. notetaking).	I can use handwriting for different purposes including: note-making (quick writing, often including abbreviations)
I can correctly form all letters.	I can check that my own or my partner's ascenders and descenders are an appropriate length so that they do not touch within line spacing.	I can check my own or my partner's use of diagonal and horizontal strokes to include leaving adjacent letters unjoined where necessary.
I can use handwriting for different purposes including fast and fluent writing (neat/legible for all readers)	I can use handwriting for different purposes including best writing (writing for presentations)	I can use handwriting for different purposes including printing (e.g. labelling captions, posters.)
I can set my own targets for improving my handwriting.	I can use different styles of handwriting for different purposes with a range of media, developing a consistent and legible style.	