



Word Reading

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.
I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
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.

Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.
I can write or give a detailed book review including reasons why I would recommend the book.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.
I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.
I can discuss and compare events, issues and characters within a book.

Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
*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 to make the meaning clear.*

Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
I can understand what I am reading by checking the book makes sense and finding the meaning of new words.

Understand what he/she reads by asking questions to improve his/her understanding of complex texts.
I can ask sensible and interesting questions about the texts to help me understand them more.

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.

Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.
I can predict what might happen in increasingly complex texts by using evidence from the text.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can talk about how authors use language, including figurative language, and the impact it has on the reader.

Distinguish between statements of fact and opinion.
I can tell the difference between statements of fact and opinion.

Retrieve, record and present information from non-fiction.
I can find and write down facts and information from non-fiction texts.

Spoken Language

Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Ask questions to improve his/her understanding.
I can ask questions to improve my understanding.

Identify and discuss themes and conventions in and across a wide range of writing.
I can identify and discuss themes and conventions in and across a wide range of writing.

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.
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.

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
I can perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

Pronounce mathematical vocabulary correctly.
I can pronounce mathematical vocabulary correctly.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
I can know and use the vocabulary of prime numbers, prime factors and composite numbers.

Use and understand the terms factor, multiple and prime, square and cube numbers.
I can use and understand the terms factor, multiple and prime, square and cube numbers.

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language.

Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas and talk about how scientific ideas have developed over time.
I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas and talk about how scientific ideas have developed over time.

