



Word Reading

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

Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.
I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.
I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.
I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.
I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.

Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.
I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.

Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.
I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.

Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.
I can understand how language, structure and presentation contribute to the meaning of a 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.

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 show my understanding of texts and poems through presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.

Provide reasoned justifications for his/her views.
I can fully explain my views with reasons and evidence from the text.

Spoken Language

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can continue 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 so that the meaning is clear to an audience.
I can prepare 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.

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

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

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

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 and with clear reasoning.

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, 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 in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.

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

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

Use the whole number system, including saying, reading and writing numbers accurately.
I can use the whole number system, including saying, reading and writing numbers accurately.

Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.
I can describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.

Describe positions on the full coordinate grid (all four quadrants).
I can describe positions on the full coordinate grid (all four quadrants).

Report and present findings and evidence 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 and evidence 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, separating opinion from fact, 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, separating opinion from fact, and talk about how scientific ideas have developed over time.

