

I can	English – Year 6 (expected)	Date	
		Secure	Greater Depth
Word Reading	Explain the meaning of new words using growing knowledge of etymology and morphology across a wide range of texts.		
	Fluently read many words that I have not encountered		
Comprehension	Discuss with confidence a wide range of fiction, poetry, plays, non-fiction and reference/text books, expressing views which are justified by reference to the text, drawing on and using comparing & contrasting examples		
	Read and understand a variety of different literary structures recognising and discussing themes and conventions in a wide range of texts (<i>e.g. isolation, flashback in a narrative.</i>)		
	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. . Identify, name and describe genres and features, (<i>e.g. first person historical recounts, comedy, spy series etc.</i>)		
	Recite many poems from memory.		
	Prepare and direct a play for performance demonstrating how tone, intonation, volume and action contribute to meaning.		
	Sense-check texts for meaning. (<i>e.g. explore how a known word can have different meanings in different contexts</i>)		
	Ask questions to improve my understanding. (<i>e.g. I wonder...or could...or perhaps...?</i>)		
	Infer information about the feelings, thoughts and motives of characters from what I am reading routinely returning to text to support opinions.		
	Predict what might happen from details stated and implied drawing on own experience of similar texts as well as the clues an author has planted.		
	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 (including figurative language) to impact the reader.		
	Retrieve, record and present information from a variety of non-fiction sources. (<i>e.g. has used a range of models for making notes like spider diagrams or grid</i>)		
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 and debates.			
Provide a reasoned argument to support my views distinguishing between fact and fiction.			

I can	English – Year 6 (expected)	Date	
		Secure	Greater Depth
Transcription	Use a variety of prefixes and suffixes with or without associated changes in spelling. (<i>e.g. legible, preference, dependable</i>)		
	Spell some words with 'silent' letters. (<i>e.g. government, environment</i>)		
	Distinguish between homophones by their spelling. (<i>e.g. proceed/ precede</i>)		
	Learn the spelling in the Year 5 and 6 Spelling Appendix.		
	Use a dictionary to check the spelling and meaning of words.		
	Regularly 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. (<i>e.g. drawing on known characters and settings and adapting them in new ways.</i>)		
	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 compositions including wider devices including repetition of a word/phrase, adverbial etc.		
	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; understands the differences between formal and informal language in speech and writing (<i>e.g. find out- discover</i>)		
	Use a variety of verb tenses in formal and informal forms (<i>e.g. He's your friend, isn't he?</i>).		
	Check my work to ensure that the correct subject/verb agreement is used.		
Vocabulary, grammar and punctuation	Check my work for spelling and punctuation errors.		
	Write cursive text legibly, fluently and with increasing speed.		
	Punctuate direct and indirect speech.		
	Use active and passive verbs.		
	Use the perfect form of verbs to mark relationship of time and cause.		
	Use expanded noun phrases.		
	Use modal verbs or adverbs (<i>e.g. might be...could be...sometimes...often</i>).		
	Use commas; hyphens; brackets for parenthesis and avoid ambiguity.		
	Use semi-colons, colons and dashes as boundaries between independent clauses. (<i>e.g. It's raining: I'm fed up.</i>)		
	Use a colon to introduce a list.		
Use and apply all organisational devices in non-fiction.			