| **I can** | **English – Year 6**  |
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| **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. |
| **Transcription** | Use a variety of prefixes and suffixes. |
| 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. |