

Tick Boxes for National Curriculum Targets (England)

Why Play

Learning at Home



Year 5 and 6 Literacy

Evidence
Date

Reading - comprehension

maintain positive attitudes to reading and understanding of what they read by:

continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes

increasing their 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

recommending books that they have read to their peers, giving reasons for their choices

identifying and discussing themes and conventions in and across a wide range of writing

making comparisons within and across books

learning a wider range of poetry by heart

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

			understand what they read by:
			checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
			asking questions to improve their understanding
			drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
			predicting what might happen from details stated and implied
			summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
			identifying how language, structure and presentation contribute to meaning
			discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
			distinguish between statements of fact and opinion
			retrieve, record and present information from non-fiction ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
			explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
			provide reasoned justifications for their views

Writing – transcription

use further prefixes and suffixes

spell some words with 'silent' letters [for example, knight, psalm, solemn]

continue to distinguish between homophones and other words which are often confused

use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically

use dictionaries to check the spelling and meaning of words

use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

use a thesaurus

Writing – handwriting and presentation

write legibly, fluently and with increasing speed

choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

choosing the writing implement that is best suited for a task

Writing - composition

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing - vocabulary, grammar and punctuation

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

using passive verbs to affect the presentation of information in a sentence

using the perfect form of verbs to mark relationships of time and cause

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list

punctuating bullet points consistently