

Handford Hall Primary School

# Literacy

# Key Skills

# Handford Hall Primary School

READING	DECODING / PHONICS	INTONATION / EXPRESSION	COMPREHENSION / UNDERSTANDING	PREDICTION / INFERENCE / DEDUCTION	STRUCTURE / ORGANISATION	LANGUAGE / GRAMMAR / LITERARY FEATURES	CONTEXT / CULTURE	RESEARCH
YEAR 1	I can respond speedily with the correct sound to all 40 + phonemes	I can pause at full stops I can raise my voice for a question	I can relate reading to my own experiences  I can re-read to check that a text makes sense	I can say what might happen by looking at a cover of a book	I can identify the full stop when I am reading  I can identify question marks when I am reading	I can recognise predictable phrases in familiar stories	I can retell at least one familiar stories with accuracy	I can identify a fiction book
	I can read accurately by blending sounds in unfamiliar words using Phase 5 phonemes and graphemes  I can read common exception words I can read words with contractions and understand that the apostrophe represents the omitted letter(s)	I can use intonation when an exclamation mark is in a sentence	I can say why a title and events are significant I can explain what I have read with accuracy	I can make a prediction based on what has been read  I can make simple inferences on the basis of what is being said and done. <i>e.g. identifying who is speaking in a story</i>	I can recognise exclamation marks in a sentence	I can discuss the meaning of some words	I can recite one rhyme or poem by heart	I can identify fiction and non-fiction books
	I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings  I can read other words of more than one syllable that contain taught GPCs		I can explain what is read to me with accuracy	I can make comments/questions about meaning of parts of text, <i>e.g. details of illustrations diagrams, changes in font style</i>	I can recognise contractions when I ma reading  I can recognise adjectives when I am reading			I can say the difference between fiction and non-fiction books

WRITING	Sentence and Text Structure	Punctuation	Vocabulary	Grammar	Paragraphing / Purpose	Handwriting	Rules	Spelling
YEAR 1	I can say out loud what I am going to write about	I can leave spaces between words	I can choose appropriate words to match the idea.	I can use and to join a sentence.	I can put some events in order	I can sit correctly at a table and hold my pencil correctly	I can use the spelling rule for adding 's'  I can add 'ing' to the spelling of a root word	I can say the letters of the alphabet  I can spell words using known graphemes
	I can say my sentence out loud before writing it.  I know how words an combine to form sentences	I can write clearly demarcated sentences.  I can use a capital letter for a name and personal pronoun I	I can use some descriptive language when writing.	Use conjunctions to join sentences (e.g. so, but).	I can sequence my sentences to form a short narrative	I can form lower case letters in the correct direction, starting and finishing in the right place	I can use the spelling rule for adding 'es'  I can use the prefix 'un'  I can add 'ed' to the spelling of a root word	I can name the letters of the alphabet in order  I can spell words using all 40+ graphemes  I can spell common HF words
	I can talk about what I have written with a grown up or my friend  I can re-read my sentence and check it makes sense	I can use a question mark or an exclamation mark  I can use capital letters for all proper nouns	I can use familiar language to show the beginning and end.	Use standard forms of verbs, e.g. go/went.  <i>I can use the terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>	I can show some awareness of my reader	I can form capital letters correctly  I can form digits 0 – 9 starting from the top  I know letters belong to different handwriting families	I know when to add an 's' or an 'es' for a plural  I can add 'er' or 'est' to the spelling of a root word	I can use letter names to say which alternative spelling or sound is used.  I can spell the days of the week

SPEAKING AND LISTENING	Listen	Respond	Understand	Reason	Attention	Speaking
YEAR 1	I can listen to adults and my peers	I can respond to adults and my peers	I can ask simple questions	I can give my opinion	I can maintain attention	I can speak audibly and out loud
	I can listen for an amount of time	I can participate in discussion and take turns	I can use spoken language to imagine and explore ideas.	I can justify my answer using because	I can participate actively in conversation	I can speak fluently
		can give an explanation or description		I can say I agree or disagree and why		I can speak with an increasing command of Standard English

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YEAR 2	I can accurately read aloud books pitched at Phase 5 phonics without hesitation  I can read accurately by blending the sounds in words	I can read simple texts consistently with pace and expression using simple punctuation to support this	I can recall the main events in a story in sequence  I can say how events in a story are related	I can make inferences on the basis of what is being said and done e.g. about events and information, using evidence from text <i>e.g. how a character is feeling, what makes a plant grow</i>	I can identify speech marks when I am reading  I can comment on word choice e.g. choice of adjective	I can recognise simple recurring literary language in stories and poetry  I can discuss favourite words and phrases and say why I like them	I can retell at least two familiar stories with accuracy  I can recite two rhymes or poems by heart  I can comment on a range of texts and say why I like or dislike them	I can use a content page to find information
	I can read words containing common suffixes  I can read further common exception words  I can read words of two or more syllables	I can use commas, question marks and exclamation marks to vary expression appropriately	I can comment on the plot, setting and character in familiar and unfamiliar stories	I can ask and answer a range of questions about a text	I can identify the past and present tense when I am reading	I can recognise <ul style="list-style-type: none"> <li>• speech marks</li> <li>• contractions</li> </ul> I can identify past/present tense.		I can use an index page to find information  I can select either a contents page or index page depending on the information I want to find
	I can read words using automatic decoding  I can re-read books to build fluency and confidence	I can read ahead to support fluency and expression	I can talk about how items of information in books are related	I can make predictions using evidence from the text to support my ideas.	I can comment on the structure of a text	I can discuss the meaning of unknown words and link them to words I know		I can give examples of how non-fiction books can be structured.

WRITING	Sentence and Text Structure	Punctuation	Vocabulary	Grammar	Paragraphing / Purpose	Handwriting	Rules	Spelling
YEAR 2	I can plan what I am going to write about  I can structure my writing sentence by sentence	I can use full stops, capital letters accurately to demarcate sentences.	I can write down ideas and key words including new vocabulary when planning my writing	I can use verbs consistently  I can use time sequencing words correctly	I can write narratives about personal experiences and those of others (real and fictional)  I can write simple poetry  I can write for different purposes	I can form lower-case letters of the correct size relative to one another	I can use contractions e.g. wasn't	I can segment spoken words into phonemes
	I can write sentences with different forms: statement, question, exclamation, command  I can re-read my writing to check for sense and accuracy in content	I can use question marks and explanation marks accurately.	I can select words that match the content of my writing	I can use the present and past tenses correctly and consistently  I can use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting  I can expand noun phrases to describe and specify (for example, the blue butterfly)	I can write about factual events (non-fiction)  I can write simple poetry  I can write for different purposes	I can use diagonal and horizontal strokes needed to join letters	I know how to use the possessive apostrophe e.g. the girl's book  I can create nouns using suffixes such as -ness, -er  I can create nouns by compounding e.g. superman, whiteboard	I can spell common exception words  I can distinguish between homophones and near homophones
	I can sequence ideas using time related words, sub headings and line breaks  I can edit my work  I can read aloud what I have written with appropriate intonation to make the meaning clear	I can use commas in a list  I can use apostrophes correctly for the contracted form and the possessive  I can re-read my writing to check for sense and accuracy in punctuation	I can try out adventurous vocabulary in my writing	I can use subordination (using when, if, that, or because)  I can use co-ordination (using or, and, or but)  I can re-read my writing to check for sense and accuracy in grammar  <i>I can use the terms: noun, noun phrase, statement, question, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i>	I can use the main features of a type of writing  I can use a style of writing appropriate to the purpose.	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  I can use spacing between words that reflects the size of the letters	I can create adjectives using suffixes -ful, -ness  I can use suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs  <i>Full list of suffixes can be found on page 56 of Appendix 1</i>	I can write from memory accurate simple sentences dictated by the teacher

SPEAKING AND LISTENING	Listen	Respond	Understand	Reason	Attention	Speaking
YEAR 2	I can listen to the speaker	I can talk about my experiences	I can use talk for writing to prepare my thoughts	I can make helpful contributions to discussions	I can remember what I have heard	I can organise what I say
	I can listen and respond to the speaker	I can give a clear explanation or description using technical vocabulary	I can ask relevant questions to extend my vocabulary	I can evaluate different viewpoints  I can build on the contributions of others by adding reasons or opinions	I can vary talk to engage the listener  I can gain, maintain and monitor the interest of the listener	I can give relevant details and use appropriate vocabulary

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YEAR 3	I can use a growing knowledge of root words to read aloud and understand the meaning of new words that I meet	I can recognise how commas are used to give meaning	I can comment on the way characters relate to each other	I can predict what might happen from details in the whole play	I can recognise plurals and how they are used	I can identify language features e.g. types of word	I can recite a range of poems by heart	I can skim a text to find information
	I can use prefixes and suffixes to read aloud and understand new words I meet	I can vary intonation, tone and volume	I know which words are essential in a sentence to retain meaning	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions,	I can identify pronouns and how they are used	I can discuss words and phrases that capture the reader's attention  Recognise: - plurals - pronouns and how used - collective nouns - adverbs  Can explain the difference that adjectives and verbs make.	I can make connections with other texts I have read  I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can retrieve and record information from non-fiction
	I can read aloud with pace and expression	I can use appropriate voices for characters in a story	I can give a personal point of view on a text	I can ask questions to improve my understanding of a text	I can recognise adverbs and adjectives and how they are used	I can use dictionaries to check the meaning of words		I can identify ideas from more than one paragraph and summarise

WRITING	Sentence and Text Structure	Punctuation	Vocabulary	Grammar	Paragraphing / Purpose	Handwriting	Rules	Spelling
YEAR 3	I can compose and rehearse sentences orally	I can use full stops, capital letters, question marks and exclamation marks accurately	I can use a range of noun phrases in my writing	I can express time, place and cause using:  <b>Conjunctions:</b> when, before, after, while, so because <b>Adverbs:</b> then, next, soon, therefore <b>Prepositions:</b> before, after, during, in, because of	I can organise ideas with related points next to each other  I can sequence ideas and information logically e.g. through use of fronted adverbials	I can use diagonal and horizontal strokes to join letters	I can use a or an correctly in front of a word	I can add a range of prefixes to nouns e.g., super-, anti-, auto  I can use the first two or three letters of a word to check spelling in a dictionary
	I can try out a mixture of simple and complex sentences	I can use speech marks	Experiment with adjectives to create impact.	I can match verbs to tense  I can use adverbs to express time and cause	I can include relevant information and ideas  I can write so the general purpose is clear	I can show legibility, consistency and quality in my handwriting	I can use the present perfect form of verbs e.g. <i>he has gone out to play</i> contrasted with <i>he went out to play</i>	I can spell a range of homophones  I can spell accurately a range of tricky words <i>Appendix 1</i>
	I can discuss modelled writing and pick out key structural features	I can use a possessive apostrophe with singular and plural nouns  I can proof read my work or punctuation errors.	I can use a range of adverbs in my writing	I can use nouns and pronouns for clarity  <i>I can use the terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks</i>	I can create setting and character in narrative  I can use simple organisational devices in non-narrative e.g. headings, sub headings and bullet points  I can elaborate on basic information	I can use the forms a or an according to whether the next word begins with a vowel or consonant  I know a range of word families and how words are related e.g. solve, solution, solver, dissolve, insoluble	I can place the possessive apostrophe accurately in words with regular and irregular plurals e.g. girls' / children's  I can write from memory simple sentences dictated by the teacher that include words and punctuation I know	

SPEAKING AND LISTENING	Listen	Respond	Understand	Reason	Attention	Speaking
YEAR 3	I can listen and respond appropriately to adults and peers	I can adapt language to suit the audience	I can develop ideas through discussion	I can articulate and justify answers,	I can maintain attention	I can speak audibly and fluently
		I can make relevant comments to the speaker	I can organise talk to help the listener understand	I can consider different viewpoints	I can participate in collaborative conversations	I can read aloud to others
		I can take different roles within a group	I can ask relevant questions to extend my understanding		I can stay on topic when engaging in sustained talk	I can vary my pace and tone when speaking

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YEAR 4	I can confidently use knowledge of root words to read aloud and to understand the meaning of new words that I meet	I can vary intonation, tone and volume so that the meaning is clear to an audience	I can re-explain a text with confidence	I can predict what might happen from details implied	I can identify how sentence type can be changed by altering word order	I can explain the meaning of words in context	I can identify the main purpose of a text  I can give an opinion of the text and give reasons for my opinion	I can skim a text to find the answer to a specific question
	I can confidently use prefixes and suffixes to read aloud and understand the meaning of new words that I meet.	I can read aloud with expression appropriate to the grammar	I can summarise the main ideas drawn from more than one paragraph,	I can justify inferences with evidence from the text	I can identify how sentence type can be changed by changing tenses  I can identify how sentence type can be changed by amending punctuation	I can use a thesaurus to find alternative words when reading and make suggestions for change	I can explain the time and place of a text  I can prepare poems and play scripts to read aloud	I can identify different features of non-fiction texts and how this supports research
	I can read fluently using a range of strategies  I can read further exception to rule words  I can note unusual correspondences between spelling and sound		I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	I can take meaning from a whole text	I can identify how text structure contributes to meaning  I can read books with different structures	I can discuss words and phrases that capture the reader's attention and say why they are meaningful  I can identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.	I recognise different forms of poetry for example narrative and free verse  I can identify theme and conventions in different genres  I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	

WRITING	Sentence and Text Structure	Punctuation	Vocabulary	Grammar	Paragraphing / Purpose	Handwriting	Rules	Spelling
YEAR 4	I can compose and rehearse sentences orally including dialogue	I can use comma splicing	I can use specific noun phrases to add detail (e.g. biting cold wind).	I can match verbs to tense accurately e.g. we were instead of we was	I can link ideas within a paragraph  I can use paragraphs to organise ideas around a theme	I can use diagonal and horizontal strokes to join letters	I can use verb inflections correctly e.g. we were not we was	I can use prefixes and suffixes and understand how to add them
	I can use a range of simple and complex sentences  I can discuss modelled writing and show an understanding of structure	I can use commas after fronted adverbials  I can use speech marks and other punctuation e.g. The conductor shouted, "sit down!"		I can use nouns or pronoun to avoid repetition	I can show organisation of paragraphs so that they follow a theme  I can make the main features of the type of writing clear to the reader	I can show legibility, consistency and quality in my handwriting	I can say the grammatical difference between plural and possessive -s	I can spell a range of homophones  I can spell accurately a range of tricky words <i>Appendix 1</i>
	Vary sentence structure, using different openers.	I can proof read my work for punctuation errors and edit my work  I can use and understand the grammar terminology in Appendix 2		I can use conjunctions, adverbs and prepositions to express time and clause  <i>I can use the terminology: determiner, pronoun, possessive pronoun, adverbial</i>	I can create setting, character and plot in narrative  I can use simple organisational devices in non-narrative e.g. headings, sub headings and bullet points  I can adopt a viewpoint and maintain it throughout my writing			I can place the possessive apostrophe accurately in words with regular and irregular plurals e.g. girls' / children's  I can use the first two or three letters of a word to check spelling in a dictionary  I can write from memory simple sentences dictated by the teacher that include words and punctuation I know

SPEAKING AND LISTENING	Listen	Respond	Understand	Reason	Attention	Speaking
YEAR 4	I can listen and respond appropriately to adults and peers	I can adapt talk, gesture and movement to create a scenario	I can express meaning in different ways	I can articulate and justify answers, arguments and opinions	I can initiate and respond to comments	I can speak audibly and fluently with an increasing command of standard English
		I can give well-structured descriptions and explanations	I can ask relevant questions to build vocabulary and knowledge	I can consider and evaluate different viewpoints	I can participate actively in collaborative conversations	I can read aloud to others confidently and clearly
		I can participate in discussions, presentations, performances and debates	I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	I can attend to and build on the contributions of others	I can gain, maintain and monitor the interest of the listener	I can select and use effective registers of communication

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YEAR 5	I can apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words	I can prepare poetry and play scripts for reading aloud	I can pick out relevant points in a text	I can give reasons for opinions based on the text	I can identify how the structure of a text flows	I can comment on the writer's use of language  I can explore the meaning of words in context	I can summarise the character, plot and setting  I can link the context of a text to the meaning  I can make comparisons across books	Uses more than one source when carrying out research.
		Varies voice for direct or indirect speech.	I can back up key points using quotes from the text  I can ask questions to improve my understanding	I can make inferences that are backed up with text examples  I can use character, feelings, motives, actions and thoughts to infer meaning	I can identify how structure contributes to meaning	I can suggest alternative words with similar meanings  I can identify how language contributes to meaning	I can learn a variety of poems by heart  I can identify and discuss themes and conventions in and across a wide range of books  I can formulate an opinion and give reasoned justification for my views	Creates set of notes to summarise what has been read.
			I can summarise main ideas drawn from more than one paragraph  I can retrieve and record information from non-fiction	I can predict what might happen from what is stated or implied		Recognise: clauses within sentences	I can read to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  I can read books that are structured in different ways and read for a range of purposes	I can recommend books to others and give reasons for my choices.

WRITING	Sentence and Text Structure	Punctuation	Vocabulary	Grammar	Paragraphing / Purpose	Handwriting	Rules	Spelling
YEAR 5	I can vary the length, structure and subject of a sentence	I can punctuate sentences correctly	I can choose carefully the type of words and phrases used to add interest and detail e.g. expanded adverbial and noun phrases	I can use relative clauses beginning with who, which, were, when, whose, that, or an omitted relative pronoun	I can group together related events or points in a logical sequence in paragraphs  I can use the main features of a type of writing	I can write legibly, fluently and with increasing speed	I can spell words with silent letters accurately	I can use further prefixes and suffixes and understand the guidance for adding them
	I can choose relevant information and ideas	I can use speech marks and other speech punctuation accurately	I can use a thesaurus to find alternative words	I can use passive verbs to affect the presentation of information in a sentence	I can link ideas within / across a paragraph using adverbials of time, place, number and tense choice		I can convert noun or adjectives into verbs using suffixes e.g. -ate, -ise, -ify	I can use the correct spelling of words with more than one spelling
	I can use organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)  I can assess the effectiveness of my own and others' writing	I can use commas to clarify meaning and avoid ambiguity in writing e.g. after fronted adverbials  I can proof read and edit my work for punctuation errors  I can use brackets, dashes and commas to indicate parenthesis	I can edit and improve choices by proof reading my work	I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must  I can apply choice of noun or pronoun to avoid repetition  <i>I can use the terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i>	I can use a wide range of devices to build cohesion across paragraphs e.g. then, after  I can demonstrate an understanding of viewpoint in my writing  I can adopt a style appropriate to the type of writing		I can use verb prefixes e.g. dis-, de-, mis-, over-, re-	I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

SPEAKING AND LISTENING	Listen	Respond	Understand	Reason	Attention	Speaking
YEAR 5	I can take on various roles within a group	I can give relevant details	I can demonstrate a clear understanding of the content by joining in, agreeing or disagreeing	I can consider and evaluate different viewpoints, attending to and building on the contributions of others	I can structure talk to show attention to the listener	I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
	I can listen and respond appropriately to adults and their peers	I can give well-structured descriptions and explanations  I can decide on speech, language and choice of movement in roles and scenarios	I can ask relevant questions to extend my understanding and build vocabulary and knowledge	I can articulate and justify answers, arguments and opinions	I can vary vocabulary and grammar to the context	I can speak audibly and fluently with a good command for the English language
	I can gain, maintain and monitor the interest of the listener(s)	I can vary language choices and talk			I can maintain attention and participate actively in collaborative conversations	I can select appropriate registers for communication

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YEAR 6	I can apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words	I can prepare poetry and play scripts for reading aloud	I can ask questions to improve my understanding	I can justify inferences with evidence from a text including direct quotes	I can identify how structure contributes to meaning	I can explore the meaning of words in context	I can read to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can participate in formal debates and presentations using notes where necessary
		I can show understanding through intonation, tone and volume so that the meaning is clear to an audience	I can distinguish between statements of fact and opinion	I can predict what might happen from what is stated or implied	I can identify how structure contributes to meaning	I can identify how language contributes to meaning I can explain why the writer has chosen a style of writing	I can read books that are structured in different ways and read for a range of purposes	I can skim and scan to aide note-taking.
		I can appreciate how a set of sentences has been arranged to create maximum effect.	I can participate in discussions and challenge viewpoints based on textual understanding and using quotes from the text	I can give reasoned justifications for my views	I can explain how the writer has organised the text and what the text does. I can explain why a form of writing has been chosen and why it is effective	I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  Recognise: complex sentences	I can learn a variety of poems by heart  I can recommend books to others and give reasons for my choices.  I can explain how the context of a text affects meaning  I can identify the writer's opinion I can explain the effect of a writer's opinion or viewpoint on the reader	I can identify and discuss themes and conventions across a wide range of writing  I can compare and contrast types of text  I can read to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

WRITING	Sentence and Text Structure	Punctuation	Vocabulary	Grammar	Paragraphing / Purpose	Handwriting	Rules	Spelling
YEAR 6	I can give clarity and emphasis to writing by varying the length, structure and subject of sentences	I can use punctuation including speech punctuation accurately  I can use comas to mark clauses accurately	I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter	I can use a wide range of connectives to clarify the relationship between ideas	I can structure information or ideas into clear paragraphs  I can refer back to earlier parts of the text to add emphasis  I can note and develop initial ideas drawing on reading and research where necessary	I can write legibly, fluently and with increasing speed	I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	I can spell most words accurately
	I can use relative clauses beginning with who, which, where and when  I can merge the features of different types of writing to add extra interest to the structure	I can use brackets, dashes or commas to indicate parenthesis  I can use hyphens to avoid ambiguity	I use a wide variety of vocabulary in my writing  I can use expanded noun phrases to convey complicated information concisely	I can use the passive to affect the presentation of information in a sentence  I can use the perfect form of verbs to mark relationships of time and cause	I can use paragraphs to make logical links  I can ensure paragraphs link but also make sense on their own			I can use further prefixes and suffixes and understand the guidance for adding them
	I can use organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)  I can assess the effectiveness of my own and others' writing	I can use colons, semi colons or dashes to mark boundaries between main clauses  I can use the colon to introduce a list and a semi colon within a list  I can punctuate bullet points consistently  I can proof read and edit my work for punctuation errors	I know how words are related by meaning e.g. synonyms and antonyms  I can edit and improve choices by proof reading my work	I can select appropriate grammar and know my choices impact my writing  I can link ideas across paragraphs using a wide range of cohesive devices: repetition of a word phrase; grammatical connections e.g. use of adverbials such as on the other hand, in contrast, as a consequence; ellipsis  <i>I can use the terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points</i>	I can use the correct style of writing for the purpose  I can ensure the style of writing maintains reader attention  I can describe setting, character, atmosphere and integrate dialogue to convey character and advance action  I can identify the audience for and purpose of the writing			I can use dictionaries to check the meaning of words

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SPEAKING AND LISTENING	Listen	Respond	Understand	Reason	Attention	Speaking
<b>YEAR 6</b>	I can sustain roles within a group	I can elaborate on main points and ideas to give extra meaning	I can recognise significant detail	I can explain the features of language that make talk in context effective	I can shape talk in a deliberately engaging way	I can adapt vocabulary, gestures and movement in ways well matched to the audience
	I can gain, maintain and monitor the interest of the listener(s)	I can debate confidently providing reasoned justifications for my views	I can recognise implicit meaning  I can ask relevant questions to extend my understanding and build vocabulary and knowledge	I can participate in discussions, presentations, performances and debates	I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
		I can articulate and justify answers, arguments and opinions  I can give well-structured descriptions and explanations	I can show insight into situations through well-chosen speech, gesture and movement	I can consider and evaluate different viewpoints, attending to and building on the contributions of others		I can select appropriate registers for communication