

• = I'm starting to understand

/ = I'm nearly there

X = I fully understand

## English Programmes of Study

5/6

I can spell homophones and other words that are often confused such as practice and practise.

I can spell words with silent letters such as doubt, island, solemn and thistle.

I can spell words with the letter string 'ough' such as thought and although.

I can spell words with 'ei' after 'c' such as deceive, receive and perceive.

I can use hyphens accurately for words such as co-operate and co-own.

I can add suffixes to words ending in -'fer' such as referring, referee and transference.

I can spell words ending in -'able', -'ible', -'ably' and -'ibly' such as adorable, forcible, applicably and horribly.

I can spell words ending in -'ant', -'ance', -'ent' and -'ency' such as observant, substance, confident and emergency.

I can spell words that end in -'cial' and -'tial' such as official and essential.

I can spell words that end in -'cious' or -'tious' such as vicious and ambitious.

I use a colon to indicate the beginning of a list and use bullets when writing a list.

I mark out separate clauses in sentences by using a semi-colon or colon.

I structure my work with appropriate headings, sub-headings columns, bullets or tables.

I link ideas across my work using a range of devices such as ellipses and use phrases such as 'on the other hand'.

I can correctly use the possessive apostrophe with plural nouns.

I know some words have similar meaning (synonyms) and others have the opposite (antonyms).

I use passive verbs to affect the focus of information in a sentence.

I can write out formal speech or texts using appropriate vocabulary.

I use hyphens to ensure the reader understands exactly what I mean.

I use commas to structure and clarify the meaning of a text.

I link paragraphs using time, place, number or tense choices.

I use word structures such as then, after that to make my paragraphs more interesting.

I can use a range of verb prefixes (such as dis-, de-, mis-, over- and re-).

I begin sentence clauses with who, which, where, when, whose, that or with.

I can talk about my work using a range of grammar I have been taught.

I use brackets, dashes or commas to create an explanation section in a sentence.

I can use modal verbs (such as can could, may must) to explain how something may be possible.

I read aloud my own work so that meaning is clear, fluent and flows correctly.

I proof-read my work to correct spelling and punctuation mistakes.

I ensure that I use the consistent and correct use of tense throughout a piece of writing.

I evaluate and edit my work to ensure it is of a high quality.

I use headings, bullet points and underlining to structure and guide a reader through my writing.

I use themes and detail to link paragraphs in a flow of text.

I can précis a longer passage to create a short text with the same meaning.

I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and improve meaning.

I use the ideas from other authors to develop characters and settings.

I plan my writing by taking notes and researching.

I plan the structure of my writing based on the audience and purpose.

I can use a thesaurus to extend my vocabulary.

I use the first three or four letters of a word to find it quickly in a dictionary.

I know that some words do not follow regular rules and need to be learnt differently.

I use the words and word parts that I know to help me spell new words.

I know some words are sound the same but are spelled differently.

I can use a dictionary to check how words are spelled and what words mean.

I can spell words that include silent letters, such as 'scissors and 'knowledgeable'.

I add prefixes and suffixes using the rules we have worked on in class.

I am able to justify my views.

I contribute towards discussion and debates.

I can retrieve, record and present information.

I can distinguish between fact and opinion.

I know how language choices impact on the reader.

I draw inferences from what I have read and justify with evidence.

I can ask questions about what I have read.

I can read aloud with appropriate intonation, tone and volume.

I have learnt a wider range of poems by heart.

I can make comparisons about books.

I can recommend books I have read to others.

I am familiar with a range of texts including books from different cultures.

I can make predictions from what I read.

I continue to read and discuss a wide range of texts.

I choose the writing tool that is best suited for a task.

I make sure others can read my handwriting and decide whether or not to join specific letters.

### Handwriting

I apply my knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.

### Reading Words

### Reading Comprehension

### Writing Transcription

### Writing Composition

### Vocabulary, Grammar & Punctuation Year 5

### Vocabulary, Grammar & Punctuation Year 6

### Spellings