	Word Reading Applies phonic knowledge to decodes words	**Comprehension** Reading wide range of age-appropriate texts
Beginning +	• reads a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy	• talks about books read, offering opinions and synopsises – at times with prompts • retrieves and records information from non-fiction texts • begins to draw inferences re. characters' thoughts, feelings and motives from their actions • summarises main points of stories / information within a paragraph • recognises the purpose, form and audience of a text • identifies and comments on author viewpoints • begins to read a range of different forms of poetry • begins to prepare readings to be presented to audiences
Developing +	• reads a range of texts with fluency, understanding and expression selecting the most effective strategy • reads further CEW words	• talks about books read, offering opinions and synopsises • begins to recognise occurring themes or conventions linked to text types • expands and explains answers to questions based on texts read • makes reference to texts when answering questions • justifies inferences with evidence • picks out vocabulary / phrases used for impact and effect • identifies main ideas drawn from more than one paragraph and can summarise these • predicts what might happen from details stated and implied • names some key children's authors • reads aloud with increasing confidence • chooses books based on knowledge of author, text type and purpose of reading
Secure	• reads most words effortlessly at a speaking pace • Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words • reads further CEW noting unusual correspondences between spelling and sound and where these occur in words • reads aloud with appropriate volume	• reads a wide range of fiction and no- fiction, including poetry. • talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions • talks about themes and conventions when discussing books • understands the different reasons for reading – for pleasure / to find information, for example • uses the structure of books to navigate around texts • selects books based on own reading experiences and preferences • talks about known authors • reads independently with sustained concentration • offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate • identifies how language, structure and presentation contributes to meaning • recognises different forms of poetry • prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume • talks about their own reading and reading choices

Mastery at Year 6
Exhibits skills with confidence and independence

Year 5

Name of Child _____

	COMPOSITION		TRANSCRIPTION	
	V.G.P	**Writing Process**	**Spelling**	**Handwriting**
Beginning +	• **uses <u>relative clauses</u> with/without a <u>relative pronoun</u>** • selects words for effect to support purpose and engage readers' interest	• begins to build paragraphs around a topic sentence • demonstrates growing awareness of audience and purpose • begins to develop characters and settings through selection of effective vocabulary • summarises a paragraph • considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing	• **uses a thesaurus** • **words containing the letter-string *ough***	
Developing +	• **uses <u>modal verbs</u> to indicate degrees of possibility** • **uses <u>brackets</u>, <u>dashes</u> and commas to demarcate relative causes** • uses a thesaurus to refine word choice	• **links ideas across paragraphs using adverbials of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) or tense choices (e.g. *he had seen her before*)** • selects appropriate formats and forms to suit audience and purpose • **uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere** • edits own work and offers suggestions to others to improve the impact and effect of writing • **proof reads own work for spelling and punctuation errors**	• **words with the /ee/ sound spelt *ei* after *c*** • **converting nouns or adjectives into verbs using suffixes (e.g. – *ate, -ise, ify*)** • **verb prefixes (e.g. *dis-, de-, mis-, over-* and *re-*)**	
Secure	• **uses modal verbs and adverbs to indicate degrees of possibility** • **uses brackets, dashes and commas to indicate <u>parenthesis</u>** • **uses commas to clarify meaning or avoid <u>ambiguity</u>** • chooses vocabulary to complement purpose	• **identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own** • **uses devices to build <u>cohesion</u> within and across paragraphs** • shows a growing awareness of how authors develop character and setting, including through the use of dialogue • begins to précis longer passages • makes effective changes when editing own and others' work	• spells some words from the National Curriculum word list for Years 5 and 6 • **uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary** • **words ending in *–able* and *–ible*** • **words ending in *–ably* and *–ibly***	• knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms

Mastery at Year 5
Exhibits skills with confidence and independence

	Word Reading Applies phonic knowledge to decodes words	**Comprehension** Reading wide range of age-appropriate texts
Beginning +		• recognises reoccurring themes and conventions across a range of texts • participates actively in discussion about books • discusses how authors use language, including figurative language and how this impacts on the reader • summarises main idea from more than one paragraph • uses elements taken from reading in own writing
Developing +		• retrieves information effectively using organisational features • records and presents information from non-fiction texts • identifies how punctuation is used for impact and effect • recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects • distinguishes between statements of fact and opinion; and in non-fiction. • discusses and evaluates author's use of language and its impact on the reader • explains author's organisation of a text • asks questions to enhance understanding of the text.
Secure	• reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books • determines meaning of new words by applying knowledge of root words, suffixes and prefixes • demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience	• demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction. • reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions). • recommends books to others based on own reading preferences, giving reasons for choice. • knows a wide range of poetry by heart. • explains how language, structure, and presentation, can contribute to the meaning of a text. • identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing. • draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. • comments on how language, including figurative language, is used to contribute to meaning. • makes comparisons within and across different texts. • draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • makes predictions based on details stated and implied. • identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph. • expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others. • explains and discusses understanding of what has been read, including through formal presentations and debates,

Mastery at Year 6
Exhibits skills with confidence and independence

		COMPOSITION		TRANSCRIPTION	
		V.G.P	**Writing Process**	**Spelling**	**Handwriting**
Beginning +		• identifies the <u>subject</u> and <u>object</u> within a sentence • **uses <u>colons</u> to introduce a list and <u>semi colons</u> within lists** • **understands how words are related by meaning as <u>synonyms</u> and <u>antonyms</u>**	• **notes and develops initial ideas, drawing on reading and research where necessary** • **uses further organisational and presentational devices to structure texts and guide the reader** • **describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar** • **suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning** • **assesses the effectiveness of their own and others' writing**	• **homophones and other words that are often confused** • **uses a thesaurus** efficiently and effectively	
Developing +		• knows the difference between the <u>active</u> and <u>passive</u> voice • varies length, structure and subject of sentences to extend meaning and interest the reader • **punctuates <u>bullet points</u> consistently** • **uses <u>hyphens</u> to avoid ambiguity** • **uses expanded noun phrases to convey complicated information concisely**	• writes making conscious links to reading • **links ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, *on the other hand, in contrast, or as a consequence*), and ellipsis** • **integrates dialogue to convey character and advance action** • **précises longer passages** • **evaluates own and others writing and edits as appropriate**	• **words with the ending /shus/ spelt *-cious* or *-tious*** • **words with the ending /shul/ spelt *-cial* or *-tial*** • **words with the endings *–ant, -ance/-ancy, -ent, -ence/-ency*** • **adding suffixes beginning with vowel letters to words ending in –*fer* (the r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed)**	
Secure		• **uses the passive voice to effect the presentation of information in a sentence** • **uses colons, semi colons and dashes to mark boundaries between independent clauses** • uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including <u>ellipsis</u> • **demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form** • makes appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus	• **writes for a range of purposes and audiences** • uses suitable forms with appropriate features for different text types • introduces, develops and concludes paragraphs appropriately • **ensures the consistent and correct use of tense throughout a piece of writing** • **uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning** • **précises longer passages appropriately** • **proof reads writing for wider audience to ensure accuracy of spelling and punctuation**	• **spells words from the National Curriculum word list for Years 5 and 6** • **uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately** • **words using a hyphen to link a prefix to a route word** • **words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)**	• **writes legibly and fluently and with increasingly efficient speed** • **knows which letters join and which writing implement is best suited to a task**

Mastery at Year 6
Exhibits skills with confidence and independence