

# UKS2 Years 5 and 6 English Assessment Checklist

## Word Reading

I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that I meet.

## Comprehension

I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

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I can read books that are structured in different ways and for a range of purposes.

I can increase my 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.

I can recommend books that I have read to my peers, giving reasons for my choices.

I can identify and discuss themes and conventions in and across a wide range of writing.

I can make comparisons within and across books.

I am learning a wider range of poetry by heart.

I can prepare 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.

I understand what I read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.

I understand what I read by asking questions to improve my understanding.

I understand what I read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

I understand what I read by predicting what might happen from details stated and implied.

I understand what I read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

I can identify how language, structure and presentation contribute to meaning.

I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

I can distinguish between statements of fact and opinion.

I can retrieve, record and present information from non-fiction.

I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.

I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

I can provide reasoned justifications for my views.

## Transcription

I can use further prefixes and suffixes and understand the guidance for adding them.

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

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

I can use dictionaries to check the spelling and meaning of words.

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

## Handwriting and Presentation

I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

## Composition

I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.

I can plan my writing by noting and developing initial ideas, drawing on reading and research where necessary.

I can plan my writing when writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

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

I can draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

I can draft and write longer passages.

I can draft and write using a wide range of devices to build cohesion within and across paragraphs.

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

I can evaluate and edit by assessing the effectiveness of my own and others' writing.

I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

I can evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.

I can evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

I can proof-read for spelling and punctuation errors.

I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## **Vocabulary Grammar and Punctuation**

I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

I can use passive verbs 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 expanded noun phrases to convey complicated information concisely.

I can use modal verbs or adverbs to indicate degrees of possibility.

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

I am learning the grammar for years 5 and 6.

I can use commas to clarify meaning or avoid ambiguity in my writing.

I can use hyphens to avoid ambiguity.

I can use brackets, dashes or commas to indicate parenthesis.

I can use semi-colons, colons or dashes to mark boundaries between independent clauses.

I can use colons to introduce a list.

I can punctuate bullet points accurately.

## **Spoken Language**

I can listen and respond appropriately to adults and my peers.

I can ask relevant questions to extend my understanding and knowledge.

I can use relevant strategies to build my vocabulary.

I can articulate and justify answers, arguments and opinions.

I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

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 speak audibly and fluently with an increasing command of Standard English.

I can participate in discussions, presentations, performances, role play, improvisations and debates.

I can gain, maintain and monitor the interest of the listener(s).

I can consider and evaluate different viewpoints, attending to and building on the contributions of others.

I can select and use appropriate registers for effective communication.