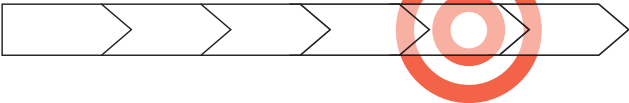
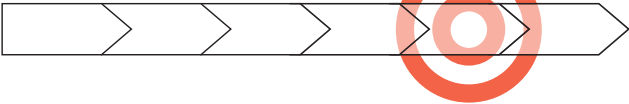


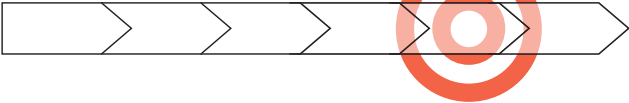
Word Reading



Comprehension



Spoken Language



Back blank
for sticking

Band 6 - English Reading

Word Reading, Comprehension, Spoken Language




Name _____


Class _____


Word Reading


I can read aloud and understand the meaning of the words on the Year 5/6 list. 


Comprehension


I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research. 


I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions. 


I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing. 


I can discuss and compare themes, structures, issues, characters and plots within a book and between different books. 

I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart. 

I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views. 


I can understand how language, structure and presentation contribute to the meaning of a text. 


I can talk about how authors use language, including figurative language, and the impact it has on the reader. 


I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation. 


I can fully explain my views with reasons and evidence from the text. 


Spoken Language


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


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


I can ask specific reasoned questions to improve my understanding. 


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


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


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


I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. 

I can pronounce mathematical vocabulary correctly and confidently. 

I can use the whole number system, including saying, reading and writing numbers accurately. 

I can describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements. 

I can describe positions on the full coordinate grid (all four quadrants). 

I can report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. 

I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time. 