St. Joseph's Catholic Primary School
English Year Group Objective Sheet RECEPTION

Literacy: Listening, Attention and |Understanding
Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Literacy: Speaking
Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences.
- Express their ideas and feelings about their experiences using past, present and future tenses.
- Express their ideas and feelings, using conjunctions, with modelling and support form the teacher.

Physical Development:
Children at the expected standard will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Begin to show accuracy and care when drawing/ mark making.

Communication and Language: Reading (Word Reading)
Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

***Communication and Language :*Reading (Comprehension)**
Children at the expected level will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poem and during role-play.

Literacy: Writing (Composition)
Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Reception Aspirational Targets
To talk enthusiastically about a book of their choice and engage other children to listen and ask questions.
To listen carefully and answer questions and develop other children's understanding of a book.

St. Joseph's Catholic Primary School
English Year Group Objective Sheet Year 1

Reading (Word Level)

I can apply my phonic knowledge and skills as the route to decode words.
I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.
I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
I can read common exception words that have been 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 read words with contractions (I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter.
I can read books aloud, accurately , that are phonetically decodable.
I can re-read my book to build fluency and confidence.

Spelling & Handwriting

- I can sit correctly at a table and hold my pencil comfortably and correctly
- I can form lower-case letters in the correct direction, starting and finishing in the correct place.
- I can form capital letters correctly.
- I can form digits 0-9 correctly.
- I understand which letters belong to which handwriting families.

Writing (Vocabulary, Grammar and Punctuation)

- I can leave finger spaces between words.
- I can join words and clauses by using the word, 'and' in my writing.
- I am beginning to punctuate my sentences using a capital letter, full stop, exclamation mark and question mark.
- I can use a capital letter for the names of people, places, days of the week and the personal pronoun, 'I'.
- I am beginning to use correct grammar for Y1 .
- I can write simple sentences that can be read by myself and others.

Reading (Comprehension)

- I enjoy listening to and talking about a range of poems, stories and non-fiction at a level beyond what I can read independently.
- I can link what I read or what has been read to me to my own experiences.
- I am familiar with and can retell key stories (fairy tales, traditional tales)
- I can recognise and join in with predictable phrases.
- I am beginning to appreciate rhymes and poems and can recite some by heart.
- I am learning new word meanings and making links to words already known.
- I can check that the text makes sense and self-correct when reading.
- I can discuss the significance of the title and events within a story.
- I can make inferences based on what is being said and done within a text.
- I can make predictions about what might happen basing my opinion on what has happened so far in a story.
- I can participate in discussions about what has been read to me.
- I can listen to others and wait my turn to share my opinions of a text.
- I can explain clearly what has been read to me.

Writing (Composition)

- I can write sentences by saying out loud what I am going to write about.
- I can compose a sentence orally before I write it.
- I can sequence sentences to form short narratives.
- I can use the connective, 'and' to link ideas.
- I can re-read what I have written to check that it makes sense.
- I can talk about what I have written with the teacher or my friends.
- I can read aloud my writing loud enough that my teacher and peers can hear me.

Year 1 Aspirational Targets

To be able to learn and recite a piece of poetry and perform it for their peers with confidence.
To be able to talk confidently about their choice of poem and poet.

St. Joseph's Catholic Primary School
English Year Group Objective Sheet Year 2

Reading (Word Level)

- I can use my phonic knowledge and skills to decode words until decoding has become embedded and reading is fluent.
- I can read accurately by blending the sounds in words that contain the graphemes taught.
- I can read accurately words of two or more syllables that contain the graphemes taught.
- I can read words with common suffixes.
- I can read common exception words.
- I can read most words quickly and accurately without overt sounding and blending.
- I can read aloud books that are matched to my improving phonic knowledge, sounding out unfamiliar words without undue hesitation.

Writing (Composition)

- I can write narratives about personal experiences and those of others (real and fictional).
- I can write about real events.
- I can write poems of my own.
- I can write for different purposes.
- I can plan my writing by saying out loud what I am going to write about.
- I can record my ideas including new vocabulary.
- I can develop my ideas, sentence by sentence.
- I can evaluate my writing with the teacher and my peers.
- I can re-read my work to make sure it makes sense.
- I can use verbs to indicate time correctly and consistently.
- I can proof read my work to check for punctuation errors (missing full stops/ capital letters).
- I can read aloud my finished work with intonation to make the meaning clear.

Writing (Vocab, Punctuation and Grammar)

- I can use both familiar and new punctuation correctly (full stops, capital letters exclamation marks, question marks, commas for lists and apostrophes for contractions and possession).
- I can use different types of sentences (statement, exclamation, questions and commands).
- I can use expanded noun phrases to describe.
- I can use the present and past tenses correctly and consistently including the progressive form.
- I can use subordination (when, if, that, because) and co-ordination (or, and, but).
- I can use some features of standard written English.

Reading (Comprehension)

- I enjoy listening to, discussing and expressing views about a range of poetry, stories and non-fiction at a level beyond what I can read independently.
- I can discuss the sequence of events in books and how items of information are related.
- I am becoming increasingly familiar with a wider range of stories and traditional tales.
- I am familiar with non-fiction texts that are presented in different ways.
- I can recognise simple recurring language in stories and poems.
- I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- I can discuss my favourite words and phrases.
- I am beginning to build up a repertoire of poems learnt by heart.
- I can self correct any reading mistakes and check that the text makes sense to me.
- I can make inferences based upon what is being said and done within a text.
- I can understand a text by asking and answering questions.
- I can predict what might happen drawing upon what has already happened in a text so far.

Spelling & Handwriting

- I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- I can spell common exception words
- I can spell more words with contracted forms.
- I am learning to use the possessive apostrophe (e.g. Laura's book)
- I can distinguish between homophones and near-homophones.
- I can add suffixes to spell longer words (-ment, -ness, -ful, -less, -ly)
- I can write from memory simple sentences dictated by the teacher.
- I can form lower-case letters of the correct size relative to one another.
- I am beginning to use diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined when adjacent to one another.
- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Year 2 Aspirational Targets:
To use subject – specific vocabulary confidently across the curriculum with accuracy (oral and written work).

St. Joseph's Catholic Primary School
English Year Group Objective Sheet Year 3

Reading (Word Level & Comprehension)

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.
- I can read further exception words , noting the unusual correspondence between spelling and sound.
- I enjoy listening to and discussing wide range of poetry, fiction, plays, non-fiction and reference books.
- I can read books that are structured in a number of different ways and read for different purposes.
- I can use dictionaries to check the meaning of unknown words I have read.
- I am increasing my knowledge of a wide range of books (fairy stories/ myths and legends) and can retell these orally.
- I can identify the theme within a range of different types of books.
- I can recognise some different forms of poetry e.g. narrative, free verse.
- I can discuss words/phrases that capture the reader's interest and imagination.
- I can check that a text makes sense to me by discussing my understanding and explaining the meaning of particular words.
- I can ask questions to deepen my understanding of a text.
- I can draw inference such as inferring character's feelings and thoughts based on their actions within a text.
- I can predict what might happen within a text drawing on things implied or stated.
- I can discuss the purpose of paragraphs..
- I can identify the key idea within a paragraph.
- I can identify how language, structure and presentation contribute to meaning.
- I can retrieve and record information from non-fiction texts.
- I can participate in discussion about books that I have read independently and books that have been read to me whilst listening to and responding to the opinions of my peers.

Spelling & Handwriting

- I can use prefixes and suffixes and understand their meaning.
- I can spell further homophones.
- I can spell words that are often misspelt.
- I can place the possessive apostrophe correctly in words with regular plurals e.g. girls' boys'
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- I can use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined.
- I can increase the legibility, consistency and quality of my handwriting

Writing (Composition)

- I can plan my writing by discussing similar writing and learn from its structure, vocabulary and grammar.
- I can plan my writing by discussing and recording my ideas.
- I can compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.
- I can organise my paragraphs around a theme.
- I can write narratives creating my own characters, setting and plot.
- I can use organisation features when writing non-fiction texts (heading, sub-headings).
- I can evaluate and edit my work by assessing the effectiveness of my own and other's writing and suggesting improvements.
- I can suggest improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- I can proof-read for spelling and punctuation errors.
- I can read aloud my work with appropriate intonation and tone so that the meaning is clear.

Writing (Vocab, Punctuation and Grammar)

- I can write sentences with more than one clause by using a wide range of conjunctions (when, if, although, because).
- I can use the present perfect form of verbs in contrast to the past tense.
- I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid
- repetition.
- I can use conjunctions, adverbs and prepositions to express time and cause.
- I can use fronted adverbials
- I can use appropriate grammar for Y3 and Y4.
- I can use commas after fronted adverbials.
- I can indicate possession by using apostrophes correctly.
- I can use and punctuate direct speech in my writing.

Year 3 Aspirational Targets:

I read a wide variety of text genres and use expression and intonation appropriately.

I enjoy participating in group/ individual presentations to present my views and opinions about a particular text.

St. Joseph's Catholic Primary School
English Year Group Objective Sheet Year 4

Reading (Word Level & Comprehension)

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.
- I can use prefixes and suffixes to understand meanings (sub-, inter-, anti- , -ation, -ous, -tion)
- I can read further exception words , noting the unusual correspondence between spelling and sound.
- I enjoy listening to and discussing wide range of poetry, fiction, plays, non-fiction and reference books.
- I can read books that are structured in a number of different ways and read for different purposes.
- I can use dictionaries to check the meaning of unknown words I have read.
- I am increasing my knowledge of a wide range of books (fairy stories/ myths and legends) and can retell these orally.
- I can identify the theme within a range of different types of books.
- I can prepare poems to read aloud and perform for my peers, showing understanding through intonation, tone, volume and action.
- I can discuss words/phrases that capture the reader's interest and imagination.
- I can recognise some different forms of poetry (free verse, narrative poem).
- I can check that a text makes sense to me by discussing my understanding and explaining the meaning of particular words.
- I can ask questions to deepen my understanding of a text.
- I can draw inference such as inferring character's feelings and thoughts based on their actions within a text.
- I can predict what might happen within a text drawing on things implied or stated.
- I can identify main ideas drawn from more than one paragraph and summarise these accurately.
- I can identify how language, structure and presentation contribute to meaning.
- I can retrieve and record information from non-fiction texts.
- I can participate in discussion about books that I have read independently and books that have been read to me whilst listening to and responding to the opinions of my peers.

Spelling & Handwriting

- I can use prefixes and suffixes and understand their meaning.
- I can spell further homophones.
- I can spell words that are often misspelt.
- I can place the possessive apostrophe correctly in words with regular plurals e.g. girls' boys'
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- I can use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined.
- I can increase the legibility, consistency and quality of my handwriting

Writing (Composition)

- I can plan my writing by discussing similar writing and learn from its structure, vocabulary and grammar.
- I can plan my writing by discussing and recording my ideas.
- I can compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.
- I can organise my paragraphs around a theme.
- I can write narratives creating my own characters, setting and plot.
- I can use organisation features when writing non-fiction texts (heading, sub-headings).
- I can evaluate and edit my work by assessing the effectiveness of my own and other's writing and suggesting improvements.
- I can suggest improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- I can proof-read for spelling and punctuation errors.
- I can read aloud my work with appropriate intonation and tone so that the meaning is clear.

Writing (Vocab, Punctuation and Grammar)

- I can write sentences with more than one clause by using a wide range of conjunctions (when, if, although, because).
- I can use the present perfect form of verbs in contrast to the past tense.
- I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.
- I can use conjunctions, adverbs and prepositions to express time and cause.
- I can use fronted adverbials
- I can use appropriate grammar for Y3 and Y4.
- I can use commas after fronted adverbials.
- I can indicate possession by using apostrophes correctly.
- I can use and punctuate direct speech in my writing.

Year 4 Aspirational Targets

I can demonstrate my empathy and in-depth understanding of a character through role play and drama.

I can develop the plot, setting and characters within a text by adding my own ideas.

St. Joseph's Catholic Primary School
English Year Group Objective Sheet Year 5

Reading (Word Level)

* I Can use my knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.*
* I can use suffixes to understand meanings e.g. *–cious, -tious, -tial, -cial.*
* I can employ dramatic effect to engage listeners whilst reading aloud.
* I can read an extensive array of text genres for pleasure.
* I can evaluate texts quickly in order to determine their usefulness or appeal.
* I can understand underlying themes, causes and consequences within whole texts.
* I can identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).

Spelling & Handwriting

- I am secure with all spelling rules previously taught.
- I can write increasingly confidently, accurately and fluently, spelling with automaticity.
- I can use a number of different strategies interactively in order to spell correctly.
- I have developed self-checking and proof-checking strategies.
- I can use independent spelling strategies for spelling unfamiliar words.
- I can spell some words with silent letters e.g. psalm, knight, solemn
- I can distinguish between homophones and other words which are often confused.
- I can use a dictionary to check the spelling of words.
- I can use a thesaurus to up-level and extend my vocabulary.
- I can choose when it is appropriate to print or join writing (e.g. printing for labelling a diagram)

Y5 Aspirational Targets

To speak confidently about my favourite authors and give reasons for my preferences.

To present my views on authors/ poets/ texts confidently and naturally through various means (PowerPoint, iMovie, SeeSaw etc.)

Reading (Comprehension)

- I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.
- I regularly listen to novels read aloud by the teacher from an increasing range of authors
- I can recognise themes within and across texts e.g. *hope, peace, fortune, survival.*
- I can make comparisons within and across texts e.g. being an evacuee in Carrie's War and Goodnight Mr Tom.
- I can compare texts written in different periods.
- I can independently read longer texts with sustained stamina and interest.
- I can recommend books to my peers with detailed reasons for my opinions and explain my own preferences for text genres.
- I am learning a wider range of poems by heart.
- I can prepare poems and play scripts to read aloud and perform using dramatic effects.
- I can use a reading journal to record on-going reflections and responses to personal reading.
- I enjoy exploring texts in groups and deepening my understanding through discussion.
- I can infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. ***Point;Evidence;Explanation.***
- I can predict what might happen from information stated and implied.
- **Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:**
- I can explore, recognise and use the terms personification, analogy, style and effect.
- I can explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.
- I can distinguish between statements of fact or opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.*
- I can participate in discussions about books building on their own and others' ideas and challenging views courteously.
- **I can explain and discuss my understanding of what I have read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary by:**
- - Preparing formal presentations individually or in groups.
- - Using notes to support presentation of information.
- - Responding to questions generated by a presentation.
- - Participating in debates on issues related to reading (fiction/non-fiction).
- - Provide reasoned justifications for their views
- - Justifying opinions and elaborating by referring to the text e.g. *Point;Evidence;Explanation*

St. Joseph's Catholic Primary School
English Year Group Objective Sheet Year 5

Writing (Composition)

- I can identify the audience and purpose of my writing.
- I can select appropriate language and structures for my writing.
- I can draw on similar writing models, reading and research.
- I can use a range of planning approaches e.g. *storyboard, story mountain, discussion group, post-it notes*
- I can select *appropriate* vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- I can introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"*
- *I can blend action, dialogue and description within and across paragraphs.*
- I can use devices to build cohesion.
- I can use organisational and presentational devices (headings, sub-headings, bullet points, diagrams).
- I can evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.
- I can find examples of where authors have broken conventions to achieve specific effects and use similar techniques in my own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*
- I can make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*
- I can ensure consistent and correct use of verb tense throughout a piece of writing.
- I can ensure consistent subject and verb agreement.
- I can reflect upon the effectiveness of my writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- I can proofread my writing for grammatical, spelling and punctuation errors.
- **I can evaluate and improve performances of compositions focusing on:**

Intonation and volume, gesture and movement and audience engagement.

Writing (Vocabulary, Grammar and Punctuation)

- I can create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that (e.g. Sam, who had remembered his wellies, was the first to jump into the puddle).
- I can create and punctuate complex sentences using 'ed' openers, 'ing' openers and simile starters.
- I can use devices to build cohesion between paragraphs in narrative e.g. *in the meantime, meanwhile, in due course, until then.*
- *I can explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will.*
- I can use **ellipsis** to link ideas between paragraphs.
- I can identify and use **colons** to introduce a list.
- I can identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up.*
- I can investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.*
- I can identify and use brackets and dashes.
- I can punctuate **bullet points** consistently
- I can explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.

St. Joseph's Catholic Primary School
English Year Group Objective Sheet Year 6

Reading (Word Level)

* I can use my knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. *un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.*
* I can use suffixes to understand meanings e.g. *–cious, -tious, -tial, -cial.*
* I can use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin.*
* I can employ dramatic effect to engage listeners whilst reading aloud.
* I can read an extensive array of text genres for pleasure.
* I can evaluate texts quickly in order to determine their usefulness or appeal.
* I can understand underlying themes, causes and consequences within whole texts.
* I can identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).
* I can recognise authors' techniques to influence and manipulate the reader.

Spelling & Handwriting

- I am secure with all spelling rules previously taught.
- I can write increasingly confidently, accurately and fluently, spelling with automaticity.
- I can use a number of different strategies interactively in order to spell correctly.
- I have developed self-checking and proof-checking strategies.
- I can use independent spelling strategies for spelling unfamiliar words.

Y6 Aspirational Targets

I use my reading journal as a means to showcase my reading journey and talk confidently about the genres of reading I enjoy.
I can make suggestions to my peers about suitable books that I have read and begin to identify the favourite genres of my peers.

Reading (Comprehension)

- I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.
- I regularly listen to novels read aloud by the teacher from an increasing range of authors
- I can recognise themes within and across texts e.g. *hope, peace, fortune, survival.*
- I can make comparisons within and across texts e.g. being an evacuee in Carrie's War and Goodnight Mr Tom.
- I can compare texts written in different periods.
- I can independently read longer texts with sustained stamina and interest.
- I can recommend books to my peers with detailed reasons for my opinions and explain my own preferences for text genres.
- I am learning a wider range of poems by heart.
- I can prepare poems and play scripts to read aloud and perform using dramatic effects.
- I can use a reading journal to record on-going reflections and responses to personal reading.
- I enjoy exploring texts in groups and deepening my understanding through discussion.
- I can infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. ***Point;Evidence;Explanation.***
- I can predict what might happen from information stated and implied.
- **Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:**

- exploring, recognising and using the terms personification, analogy, style and effect.
- explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.
- distinguishing between statements of fact or opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.*
- participating in discussions about books 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 presentations and debates, maintaining a focus on the topic and using notes where necessary by:**

- Preparing formal presentations individually or in groups.
- Using notes to support presentation of information.
- Responding to questions generated by a presentation.
- Participating in debates on issues related to reading (fiction/non-fiction).
- Provide reasoned justifications for their views
- Justifying opinions and elaborating by referring to the text e.g. *Point;Evidence;Explanation*

St. Joseph's Catholic Primary School
English Year Group Objective Sheet Year 6

Writing (Composition)

- I can identify the audience and purpose of my writing.
- I can choose appropriate text-form and type for all writing.
- I can select appropriate language and structures for my writing.
- I can draw on similar writing models, reading and research.
- I can use a range of planning approaches e.g. *storyboard, story mountain, discussion group, post-it notes*
- I can select *appropriate* vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- I can introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"*
- I can use devices to build cohesion.
- I can deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.*
- I can combine text-types to create hybrid texts e.g. *persuasive speech.*
- I can evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.
- I can find examples of where authors have broken conventions to achieve specific effects and use similar techniques in my own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*
- I can make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*
- I can use **active** and **passive** voice to achieve intended effects e.g. *in formal reports, explanations and mystery narrative.*
- I can reflect upon the effectiveness of my writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- I can proofread my writing for grammatical, spelling and punctuation errors.

I can evaluate and improve performances of compositions focusing on:
Intonation and volume, gesture and movement and audience engagement.

Writing (Vocabulary, Grammar and Punctuation)

- I can manipulate sentences to create particular effects.
- I can use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*
- I can use devices to build cohesion between paragraphs in narrative e.g. *in the meantime, meanwhile, in due course, until then.*
- I can use **ellipsis** to link ideas between paragraphs.
- I can identify and use **colons** to introduce a list.
- I can identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up*.
- I can investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.*
- I can explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark.*
- I can punctuate **bullet points** consistently
- I can explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request.
- I can identify the **subject** and **object** of a sentence.
- I can xplore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.*

Y6 Aspirational Writing Targets

I can present a piece of writing on a topic of my choice to engage and capture the interest of my audience.

I can participate in and talk confidently during a debate. I can listen to and respect the opinions of others whilst giving counter arguments in an appropriate manner.