

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.
- ☐ I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ☐ 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 my 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 by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- ☐ I can draft and write by précising longer passages.
- ☐ I can draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- ☐ I can draft and write by 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 using 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 indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.
- ☐ I can indicate grammatical and other features by using hyphens to avoid ambiguity.
- ☐ I can indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.
- ☐ I can indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.
- ☐ I can indicate grammatical and other features by using a colon to introduce a list.
- ☐ I can indicate grammatical and other features by punctuating bullet points consistently.

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.