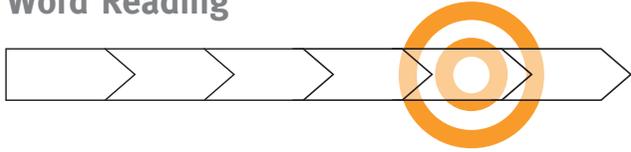
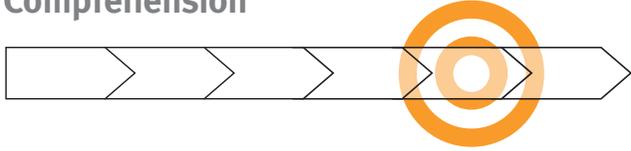


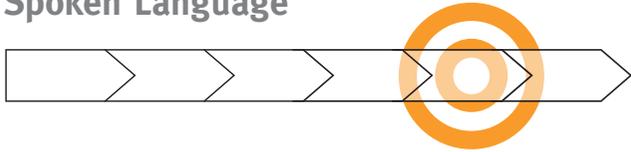
Word Reading



Comprehension



Spoken Language



Back blank
for sticking

Band 5 - Reading

Word Reading, Comprehension, Spoken Language



Name _____

Class _____

Word Reading

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



Comprehension

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



I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.



I can write or give a detailed book review including reasons why I would recommend the book.



I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.



I can discuss and compare events, issues and characters within a book.



I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear.



I can understand what I am reading by checking the book makes sense and finding the meaning of new words.



I can ask sensible and interesting questions about the texts to help me understand them more.



I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.



I can predict what might happen in increasingly complex texts by using evidence from the text.



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



I can tell the difference between statements of fact and opinion.



I can find and write down facts and information from non-fiction texts.



Spoken Language

I can listen 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.



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



I can ask questions to improve my understanding.



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



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.



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



I can pronounce mathematical vocabulary correctly.



I can know and use the vocabulary of prime numbers, prime factors and composite numbers.



I can use and understand the terms factor, multiple and prime, square and cube numbers.



I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language.



I can report and present findings 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 and talk about how scientific ideas have developed over time.

