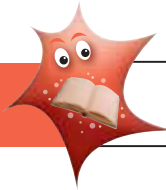


Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 6 - English

Spoken Language



b

b+

w

w+

S

s+

- ☐ 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.*
- ☐ 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 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.*
- ☐ Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.  
*I can discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.*
- ☐ Ask specific reasoned questions to improve his/her understanding.  
*I can ask specific reasoned questions to improve my understanding.*
- ☐ Identify and discuss themes and conventions in and across a wide range of writing with reasoning.  
*I can identify and discuss themes and conventions in and across a wide range of writing with reasoning.*
- ☒ **Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear 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.***
- ☐ Explain and discuss his/her understanding of what he/she has 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 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.*
- ☐ Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.  
*I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.*
- ☐ Pronounce mathematical vocabulary correctly and confidently.  
*I can pronounce mathematical vocabulary correctly and confidently.*
- ☐ Use the whole number system, including saying, reading and writing numbers accurately.  
*I can use the whole number system, including saying, reading and writing numbers accurately.*
- ☐ Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.  
*I can describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.*
- ☐ Describe positions on the full coordinate grid (all four quadrants).  
*I can describe positions on the full coordinate grid (all four quadrants).*
- ☐ 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 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.*
- ☐ Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.  
*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.*