

CMI End of Year Objectives

<i>Name</i>	<i>Date</i>	<i>Teacher</i>	
<i>Speaking and Listening</i>			
Explains ideas clearly and accurately			
Shows careful listening through relevant comments and questions			
Takes on different roles and responsibilities in pairs and groups			
Shows understanding of characters or situations through role play, poetry readings, etc.			
Participates in discussions and defends point of view convincingly			
Discusses understanding of a topic through formal presentations and debates, using notes where necessary			
Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear			
<i>Effort in speaking and listening</i>			
<i>Reading</i>			
<i>Word Reading</i>			
Applies growing knowledge of context, etymology, prefixes, suffixes, etc. to read new words			
Reads a range of texts with correct intonation and expression and pays attention to punctuation			
<i>Reading Comprehension</i>			
Applies growing knowledge of context, etymology, prefixes, suffixes, etc. to understand new words			
Draws inferences about characters' feelings, thoughts and motives, and is beginning to justify with evidence			
Makes predictions while reading using information that is stated or implied			
Is beginning to evaluate the effect of powerful language, e.g. similes, onomatopoeia, alliteration on the reader			
Uses features, e.g. index, contents, tabs in non-fiction texts and digital resources to locate specific information			
<i>Effort in reading</i>			
<i>Writing</i>			
<i>Spelling</i>			
Spells most high frequency words correctly			
Uses a range of suffixes and prefixes to spell unknown words			
Uses apostrophe of possession and contraction correctly			
Spells most common homophones correctly			
<i>Grammar and Punctuation</i>			
Writes grammatically correct sentences			
Places speech marks correctly and uses the appropriate punctuation before / after			
Starts sentences in varied ways, e.g. adverbs, -ing, linking words, using a comma where necessary			
Extends sentences using relative clauses, e.g. <i>who, which, where, when, whose, that</i>			
<i>Composition</i>			
Notes key words and organises ideas, drawing on reading and research			
Writes stories with a balanced structure including an appropriate ending			
Uses new paragraphs to signal new time, place, character etc.			
Extends sentences through the use of powerful vocabulary, similes, metaphors, etc.			
Describes settings, characters and atmosphere using imaginative detail			
Beginning to use a formal register			
Uses a range of organisational features to structure content, e.g. headings, subheadings, glossary, topic sentences			
Evaluates own writing and responds to feedback to improve, e.g. spelling, punctuation, vocabulary, content			
<i>Effort in writing</i>			
Comment			
<p>E – exceeds expectations; M – meets expectations; W – working towards expectations; R – requires strong reinforcement</p> <p>Effort: 4 – excellent; 3 – good; 2 – average; 1 – poor</p>			

