

**CM2 End of Year Objectives**

| <i>Name</i>   | <i>Date</i> | <i>Teacher</i> |
|---|-------------|----------------|
| <b>Speaking and Listening</b>   |             |                |
| Explains ideas clearly and accurately   |             |                |
| Shows careful listening through relevant comments and questions   |             |                |
| Takes on different roles and responsibilities in pairs and groups   |             |                |
| Defends point of view convincingly and provides reasoned justifications for views   |             |                |
| Shows understanding of characters or situations through role play, poetry readings, etc.  |             |                |
| Participates in discussions, building on their own and others' ideas and challenging views courteously  |             |                |
| Explains and discusses their understanding of a topic through formal presentations, using notes where necessary   |             |                |
| <b>Effort in speaking and listening</b>   |             |                |
| <b>Reading</b>  |             |                |
| <b>Word Reading</b>   |             |                |
| Applies with confidence their knowledge of context, etymology, prefixes and suffixes, etc. to read  |             |                |
| <b>Reading Comprehension</b>  |             |                |
| Applies with confidence their knowledge of context, etymology, prefixes and suffixes, etc. to understand  |             |                |
| Draws inferences about characters' feelings, thoughts and motives, and justifies with evidence  |             |                |
| Makes predictions while reading using information that is stated or implied   |             |                |
| Is beginning to understand the purpose of poetic devices and imagery  |             |                |
| Uses features, e.g. index, contents, tabs in non-fiction texts and digital resources to locate specific information   |             |                |
| Identifies specific characteristics of a range of genres, e.g. argument, biography  |             |                |
| <b>Effort in reading</b>  |             |                |
| <b>Writing</b>  |             |                |
| <b>Spelling</b>   |             |                |
| Spells all high frequency words correctly   |             |                |
| Uses a range of strategies to spell new polysyllabic words correctly  |             |                |
| Spells all common homophones correctly  |             |                |
| <b>Grammar and Punctuation</b>  |             |                |
| Writes grammatically correct sentences  |             |                |
| Punctuates dialogue accurately, remembering a new paragraph for each new speaker  |             |                |
| Uses commas to clarify meaning or avoid ambiguity and avoids run-on sentences   |             |                |
| Writes complex sentences using commas to separate clauses   |             |                |
| <b>Composition</b>  |             |                |
| Notes key words and organises ideas, drawing on reading and research  |             |                |
| Writes stories with a well-balanced structure, including a well-developed ending  |             |                |
| Links ideas within and between paragraphs using sophisticated linking words and phrases   |             |                |
| Extends sentences through the use of powerful vocabulary and stylistic devices, e.g. metaphor, personification, onomatopoeia etc.   |             |                |
| Includes imaginative detail to amuse, create tension, etc.  |             |                |
| Is able to use a formal register  |             |                |
| Uses a range of organisational features to structure content, e.g. heading, subheadings, glossary, topic sentences  |             |                |
| Evaluates own writing and responds to feedback to improve, e.g. spelling, punctuation, vocabulary, content  |             |                |
| <b>Effort in writing</b>  |             |                |
| <b>Comment</b>  |             |                |
| <p>E – exceeds expectations; M – meets expectations; W – working towards expectations; R – requires strong reinforcement</p> <p><b>Effort: 4 – excellent; 3 – good; 2 – average; 1 – poor</b></p> |             |                |

