

	Y3	Y4	Y5	Y6
Word Reading	<p>I can use phonics to read accurately and fluently without overt sounding and blending.</p> <p>I can use a range of reading strategies to decode a text.</p> <p>I can read accurately most age-appropriate words of two or more syllables – e.g. <i>banana</i></p> <p>I can apply my growing knowledge of root words, prefixes & suffixes both to read aloud and to understand the meaning of new words.</p> <p>I can read further exception words with unusual links between spelling and sound e.g. <i>guide, naughty, strength</i>, using the context to support my understanding.</p> <p>I can discuss my understanding and explain the meaning of some words in context e.g. <i>foul (filthy) and foul in sport, foul play in crime.</i></p>	<p>I can use a range of reading strategies to decode a text.</p> <p>I can apply knowledge of root words, prefixes and suffixes to understand meaning.</p> <p>I can read exception words e.g. surprise, Wednesday.</p> <p>I can check that what I am reading makes sense, by self-correcting.</p>	<p>I can use the context to work out the meaning of unfamiliar words</p> <p>I can decode most new words outside spoken vocabulary</p> <p>I can use a range of reading skills when reading silently and aloud, e.g. context, syllabification, phonics, self-monitor</p> <p>I can understand how using suffixes and prefixes can change word class and meaning.</p> <p>I can use a dictionary and thesaurus to explore new words</p>	<p>I can work out the meaning of words from the context</p> <p>I can use a range of reading skills, e.g. context, syllabification, phonics, self-monitor</p> <p>I read aloud fluently with intonation using punctuation correctly that shows understanding</p> <p>I can understand how using suffixes and prefixes can change word class and meaning.</p> <p>I can use a dictionary and thesaurus to explore new words independently</p>
Range of Texts	<p>I am familiar with a range of stories from different genre.</p> <p>I can read and understand a variety of fiction and non-fiction texts independently.</p> <p>I can read a range of poetry, e.g. descriptive, haiku, list poems & Kennings.</p>	<p>I am familiar with a wide range of genre e.g. traditional tales, myths & legends and playscripts.</p> <p>I can respond to a range of non-fiction texts</p> <p>I can recognise and respond to a range of poetry, including learning some by heart.</p>	<p>I can read books that are structured differently for a range of purposes, including fiction and non-fiction</p> <p>I am increasingly familiar with a wide range of age appropriate books</p> <p>I can identify specific features from, and respond to, nonfiction text.</p> <p>I can identify, and respond to, a range of genres e.g. fantasy, comedy, adventure.</p> <p>I have learnt a range of poetry by heart.</p>	<p>I can identify, and respond to, a range of genres e.g. biographies, fantasy adventure.</p> <p>I can retrieve information from non-fiction by using structural guiders</p> <p>I can identify organisational features in non-fiction (pictures and captions, bullet points) and their purpose</p> <p>I can read, respond to and learn a wider range of poetry</p>
Reading Comprehension	<p>I can retell familiar stories orally.</p> <p>I can summarise the main events of a story and am beginning to order these events chronologically.</p> <p>I can retrieve and record information from text.</p> <p>I can ask questions to further improve my understanding.</p> <p>I am beginning to draw inferences from a text such as inferring character's feelings, thoughts, and motives from their actions.</p> <p>I am beginning to justify inferences with evidence from the text read.</p> <p>I can make predictions based on clues the writer has included for the reader.</p>	<p>I can identify main ideas, from fiction and non-fiction, and summarise these.</p> <p>I can ask questions to improve my understanding of texts.</p> <p>I can retrieve and record information from both fiction and non-fiction texts.</p> <p>I can predict what might happen at any stage in the text, paying attention to what has already happened.</p> <p>I can draw inferences from the text (character's feelings, thoughts and motives).</p> <p>I can justify inferences with evidence from the text.</p> <p>I can discuss words and phrases that capture my interest and imagination, & begin to discuss author's choice of words.</p>	<p>I can explain and discuss my understanding of what I have read</p> <p>I can summarise the main ideas from a text, in both fiction and non-fiction.</p> <p>I can ask questions to improve understanding (fiction and nonfiction).</p> <p>I can identify key details that support the main ideas (fiction and non-fiction).</p> <p>I can justify opinions by reference to the text, drawing on, comparing and contrasting examples.</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can draw simple inferences and explain thinking by returning to the text to support opinions.</p>	<p>I can explain and discuss my understanding of what I have read</p> <p>I can retrieve information from non-fiction by skimming and scanning</p> <p>I can summarise main ideas</p> <p>I can identify key details of a text</p> <p>I can use quotations for illustration</p> <p>I can evaluate how authors use language considering the impact on the reader</p> <p>I can predict what might happen from details stated and implied (in the start, middle and end of text)</p> <p>I can draw simple inferences and justify these with evidence</p> <p>I can draw inferences from the text (character's feelings, thoughts, motives)</p>

	<p>I am beginning to identify and discuss themes and conventions in a range of age-appropriate texts.</p> <p>I can identify presentational devices in non-fiction such as numbering and sub-headings.</p> <p>I can identify how language, structure and presentation contribute to meaning – <i>captions, glossary, index</i> – how they add meaning to non-fiction text.</p> <p>I can re-read, rehearse and perform poetry and play-scripts to show some understanding of their meaning.</p> <p>I can discuss words and phrases that capture my interest and imagination, & begin to discuss author’s choice of words.</p> <p>I can connect to texts by using my personal experience or making links with other texts.</p> <p>I can use a dictionary to check word meanings.</p>	<p>I can identify how language structure and presentation contributes to meaning.</p> <p>I can identify themes and conventions in a wide range of books.</p> <p>I can connect to texts by using my personal experience or making links with other texts.</p> <p>I can prepare and perform poems and playscripts showing understanding through intonation, volume, tone and action.</p> <p>I can independently seek the meaning of new words, including using a dictionary.</p>	<p>I can draw inferences from the text (character’s feelings, thoughts and motives) in words and pictures.</p> <p>I can recognise and discuss themes.</p> <p>I can make comparisons within and across books.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can identify language, including figurative language, chosen for impact.</p> <p>I can discuss and evaluate the impact of language on the reader.</p> <p>I can distinguish between fact and opinion.</p>	<p>and the story’s themes) in words and pictures</p> <p>I can make comparison within and across books</p> <p>I can ask questions about the text I have read to improve my understanding</p> <p>I can distinguish between statements of fact and opinion.</p>
<p>Behaviours and Attitudes</p>	<p>I can listen attentively to a range of texts and take part in discussions.</p> <p>I enjoy reading and am developing my reading preferences, and can express these when asked.</p> <p>I can discuss my reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk – <i>taking turns, listening</i>.</p>	<p>I can read for a range of purposes, including reading for my own pleasure.</p> <p>I participate in discussion about a range of texts.</p>	<p>I can demonstrate a positive attitude and enthusiasm to reading</p> <p>I can read for pleasure across a range of genres both at school and at home/ library</p> <p>I can express views and preferences.</p>	<p>I make the most of opportunities in and out of school</p> <p>I can read age- appropriate books independently with confidence for a sustained period of time.</p> <p>I can recommend books that I have read to my peers, giving reasons for my choices</p> <p>I can participate in discussions about books, building on my own and others’ ideas and challenge views courteously</p>