| NAME: | | | | | T | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| CLASS: | | | YEAR GROUP: | | | | | | | | |

| **Word Reading** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. | | | | | 1 | | | | | | |
| I can read further exception words, noting the unusual correspondences between spelling and sound. | | | | | 2 | | | | | | |
| I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | | | | | 3 | | | | | | |
| I can re-read and read ahead to check for meaning. | | | | | 4 | | | | | | |
| **Comprehension** | | | | | | | | | | | |
| I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. | | | | | 5 | | | | | | |
| I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. | | | | | 6 | | | | | | |
| I can identify significant ideas, events and characters; and discuss their significance. | | | | | 7 | | | | | | |
| I can recite poems by heart, e.g. narrative verse, haiku. | | | | | 8 | | | | | | |
| I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. | | | | | 9 | | | | | | |
| I can use meaning-seeking strategies to explore the meaning of words in context. | | | | | 10 | | | | | | |
| I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. | | | | | 11 | | | | | | |
| I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification. | | | | | 12 | | | | | | |
| I can identify grammatical features used by the writer (*rhetorical questions, varied sentence lengths, varied sentence starters, empty words*) to impact on the reader. | | | | | | | | | | | |
| I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. | | | | | 13 | | | | | | |
| I can justify inferences with evidence from the text. | | | | | 14 | | | | | | |
| I can make predictions from what has been read. | | | | | 15 | | | | | | |
| I can summarise the main ideas drawn from a text. | | | | | | | | | | | |
| I can identify the effect of the context on a text; for example, historical context or other cultures. | | | | | 16 | | | | | | |
| I can identify how language, structure and presentation contribute to the meaning of a text. | | | | | 17 | | | | | | |
| I can express a personal point of view about a text, giving reasons. | | | | | 18 | | | | | | |
| I can make connections between other similar texts, prior knowledge and experience. | | | | | 19 | | | | | | |
| I can compare different versions of texts and talk about their differences and similarities. | | | | | 20 | | | | | | |
| I can listen to and build on others' ideas and opinions about a text. | | | | | 21 | | | | | | |
| I can present an oral overview or summary of a text. | | | | | 22 | | | | | | |
| I can present the author's viewpoint of a text. | | | | | 23 | | | | | | |
| I can present all my work neatly and my handwriting is joined. | | | | | 24 | | | | | | |
| I can present a personal point of view based on what has been read. | | | | | 25 | | | | | | |
| I can listen to others' personal point of view. | | | | | 26 | | | | | | |
| I can explain a personal point of view and give reasons. | | | | | 27 | | | | | | |
| I know the difference between fact and opinion. | | | | | 28 | | | | | | |
| I can use my knowledge of structure of text type to find key information. | | | | | 29 | | | | | | |
| I can use text marking to identify key information in a text. | | | | | 30 | | | | | | |
| I can make notes from text marking. | | | | | 31 | | | | | | |

| **Entering** 7-14 | | **Developing** 15-21 | | **Secure** 22-27 | | | | | | | |
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| | | | | **Total** | | | | | | |