

4	Comprehension	Themes & Conventions	Word Reading	Language for Effect	Making Inferences				
15-2	- I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages. - I use a dictionary with confidence.	15-2	- I can compare the structure of different texts e.g. to discover how stories differ in pace, build up, sequence, problem and resolution; how non-fiction structures are similar or vary in form. - I can compare key themes within and across a wide range of different books.	15-2	- I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.  - I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word.	15-2	- I can identify how the structure and presentation of the text contributes to meaning e.g. how the first paragraph introduces the main ideas; how the text box picks out key facts. - I can discuss how and why the text affects the reader and refer back to the text to back up a point of view.  - I can discuss my understanding of words – and explain their meaning – within the context of the text, both fiction and non-fiction. I can work out the meaning of unfamiliar words from the way they are used in context.	18-2	- I can refer to the text, giving evidence to support, explain and justify my view, using additional evidence to link to wider knowledge.  - I can confidently discuss messages, moods, feelings and attitudes using clues from the text.
15-1		15-1	- I recognise several different poetic forms, without prompting; I can name the form and describe its characteristics.  - I can identify the main idea/s drawn from more than one paragraph (sometimes the whole text) and make a summary of these [verbal and written].	15-1	I can read most words (Year 3-4 CEW), understanding the correspondence between spelling and sound.	15-1		18-1	- I can make a reasonable prediction about what might happen (or what might have happened), based on details stated and implied in texts.
14-2		14-2		14-2		14-2		17-2	
	- I can skim and scan to identify key ideas and answer questions from a text. - I regularly use a dictionary to look up new word meanings.		- I can compare and talk about the structures and features of a growing range of fiction and non-fiction texts.		- I can read a range of appropriate texts fluently and accurately. - I read and know many of the prefixes and suffixes in the age-related POS.		- I am developing my understanding of how structure and presentation contribute to meaning.  - I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, adjectives and adverbs). - I practise talking about what words or phrases mean, within the context of a range of texts. Sometimes I can express myself clearly.		- I can infer meaning based on evidence drawn from different points in the text. I use clues from action, dialogue and description, to help me explain character's motives and behaviour.  - I know how to use clues in a story or poem to talk about mood or atmosphere.  - I can refer explicitly to a range of texts to support my opinions and predictions.
14-1		14-1	- I can discuss key themes in a growing range of books e.g. triumph of good over evil/ revenge / damage to the environment. - I am able to recognise a growing range of forms of poetry e.g. free verse / narrative poetry / rhyming. - I am becoming more confident to identify main idea/s drawn from more than one paragraph; I practise summarising these – sometimes with another person or group. [My written summary shows further evidence.]	14-1	- I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-im-port-ant).	14-1		17-1	
13-2		13-2		13-2		13-2		16-2	
	- I can use knowledge of text structure to locate information. -I am gaining confidence to define words with a dictionary.		- I can identify various features of some fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc.) and some non-fiction forms. - I can recognise key themes in what I have read in a fiction and non-fiction text.		- I can read a range of age-appropriate texts developing fluency and accuracy. - I can recognise prefixes and suffixes in words, according to the POS.		- With guidance, I can comment on some aspects of text structure and presentation, and how this helps the reader understand the text. - I can talk about the author's choice of language (e.g. powerful verbs, adjectives and adverbs) and its effect on the reader in different texts.		- I can infer meaning, particularly when the characters, events or setting are familiar to me, using evidence from the text and wider experiences.
13-1		13-1	- I read and talk about poems; with guidance, I am able to name the form of poem and to describe what it is like.  - I can usually identify the main idea drawn from more than one paragraph, sometimes with guidance. I am beginning to be able to make a summary [and record it in writing.]	13-1	- I can read many CEW Y3-4 by sight, understanding the correspondence between spelling and sound.  - I can identify syllables when reading unfamiliar polysyllabic words.	13-1	- In discussion about texts, I talk about what words mean, using other words and phrases I know to help me explain; I know how to find out meanings of words.	16-1	- I am developing my ability to discuss moods, feelings and attitudes, by looking for clues in the text. - I can predict what might happen by quoting directly from the text.

End of year expectations

Comprehension	Themes & Conventions	Word Reading	Language for Effect	Making Inferences
<p>- Retrieve and record information from non-fiction.</p> <p>-Use dictionaries to check meanings of words</p>	<p>-Read books that are structured in different ways and reading for a range of purposes.</p> <p>-Identify themes and conventions in a wide range of books.</p>	<p>- Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>- Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet.</p>	<p>- Identify how language, structure and presentation contribute to meaning.</p> <p>-Discuss words and phrases which capture the reader's interest and imagination.</p> <p>- Discuss their understanding and explain the meaning of words in context.</p>	<p>- Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.</p> <p>-Predict what might happen from details stated and implied.</p>

**Range of texts**

- -Be introduced to a range of authors that they might not choose themselves
- -Be able to select own books (and be taught how to do so)
- -Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read
- -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books; learn a wide range of poetry by heart
- -Increase their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally.

*At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.*

*- Ask questions to clarify understanding.*

*- Identify main themes/ideas based on evidence drawn from different points in the text.*

*- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.*