

Class:

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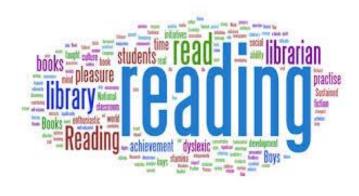
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| | Word Reading | Comprehension | | | | | |
|--------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Range of com be drawn from structured in c enriched. Opp | different cultures a different ways for di ortunities to apply l | and forms to allow ch fferent purposes. Le earning successfully | Understand structure, organisation and presentation ead and analyse a range nildren to expand their arning by heart and als in pupils' writing are a | reading enjoyment ar o reading performing | d participation. Childr aloud enable understar | en will read books iding to be |
| Must | of what they f I can read aloud new words | ave read, including I can justify opinions by gathering information from the text I can skim and scan for information and take notes to summarise information | through formal press I can empathise with different characters' feelings I can use clues from action, dialogue and description to understand meaning | entations and debates. I can use knowledge of language non- fiction to support understanding I understand that paragraphs help to support the organisation of texts | I can comment on the success of language choices in creating mood and atmosphere, in texts including poetry | l recognise ways in which writers' present issues and points of view in fiction and non- fiction l can consider writers' themes within texts | I can analyse and evaluate texts critically I can compare, contrast and evaluate characteristics o different non- fiction texts |
| Should | I am able to read most words easily and work out how to pronounce unfamiliar ones | I can summarise and present more complex texts in my own words I can discuss points of view | I am able to read loud using intonation, tone, expression and volume I can infer characters' feelings and motives from their actions I can predict what might | I can discuss and evaluate narrative features in texts I am able to use knowledge of structure of non- fiction texts to create my own I understand and can comment on authors' use of paragraphs etc to create mood | I understand authors' writing style and try to replicate it I can identify how language, structure and presentation contribute to meaning | I am able to identify and comment on similar authors I can identify and discuss a variety of themes and conventions present in a range of writing | I can explore different events from an author I am able to identify similarities in texts by the same author I can compare the language used in texts written by the |
| Could | | I can summarise the main ideas of a paragraph and identify key details | happen next I can give justified views based on inference and deduction | I can comment on how narratives are structured in different ways e.g. adventure, mystery | I can explain how language is used to help the reader visualise setting, characters and events | I understand that the same themes can be presented in different ways e.g. leaflet, letter | same author I can explain and discuss what I have read using note if necessary |



Name: