



Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, to including dis-, mis-, in-, il-, im-, ir-, -ly, with reference to English Appendix 1.

I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.

I can read further exception words including words that do not follow spelling patterns.

Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.

I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.

I can show that I enjoy reading by reading lots of different types of books.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.

I can tell you what a book that I am reading is about.

Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.

I can read aloud poems and performing play scripts.

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.

I can discuss words in the books that I read that excite me.

Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.

I can understand what I have read, checking that it makes sense by talking to others about it.

Understand what he/she reads by asking questions to improve his/her understanding of a text.

I can ask questions about the texts that I have read to help me understand them.

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

I can work out what a character in a book is feeling by the actions they take and can explain how I know.

Understand what he/she reads by predicting what might happen from details stated.

I can predict what might happen from clues in what I have read.

Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.

I can tell someone about the main ideas in a paragraph.

Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.

I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.

Retrieve and record information from non-fiction.

I can use non-fiction texts to find out information on a subject.

Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

I can talk about books and poems and I can take turns in telling people about them.

Spoken Language

Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.

I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.

Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.

