



Year 3 Working Towards National Standard in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can use my phonic knowledge to decode quickly and accurately (but I may still need help to read longer unknown words).</p> <p>I can attempt longer unknown words</p> <p>I am beginning to read with an awareness of the audience, using appropriate intonation and pace, when reading aloud.</p> <p>I can self-correct when I notice the sense of the text is lost.</p>	<p>I can discuss the sequences of events in narratives and how information in a non-narrative text relates to one another.</p>	<p>I can ask and answer questions appropriately, including simple inference questions based on what is said and done in the story.</p> <p>I can make predictions about what may happen next and at the end of the story based on what I have read so far.</p>	<p>I can recognise simple recurring literary language in stories and poetry.</p> <p>I can use appropriate terminology when discussing texts e.g. plot, character, setting.</p>	<p>I am developing a positive attitude to reading and understand what I have read.</p> <p>I can identify key aspects of a texts read and play an active part when discussing texts.</p> <p>I can share favourite words and phrases.</p>	<p>I can demonstrate knowledge of a range of poetry, stories and non-fiction.</p> <p>I can recognise and understand the different structures of non-fiction books that I have seen.</p> <p>I can use a contents page with some support.</p>



Year 3 Working at National Standard in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read out loud fluently and confidently, understanding how to use a range of punctuation. <i>Using commas, question marks and exclamation marks to vary expression.</i></p> <p>I can use the context of the sentence to help me to read unfamiliar words. <i>Read the rest of the sentence back and see if you can work what that word could mean.</i></p> <p>I can use knowledge of root words, suffixes and prefixes to read and understand new words. <i>Mispaint Dismount</i></p>	<p>I can identify the features of different text types. <i>How do we know this is non-fiction? Is this historical fiction or action adventure? To which genre does this story belong?</i></p> <p>I can use a range of organisational features to locate information: labels, diagrams and charts, sub-headings. <i>Can you use the sub-headings to find the information on Roman Roads?</i></p> <p>I can use alphabetically ordered texts to find information. <i>Dictionary, Thesaurus, Contents, Index.</i></p>	<p>I can justify inferences with evidence from the text. <i>How do you know the characters are feeling happy? Is there a word to tell us this is a serious issue?</i></p> <p>I can justify predictions with evidence from the text. <i>How do you know he's out to hurt someone? How do you know she's planning to have a great time?</i></p> <p>I can comment on how characters relate to one another. <i>What does Harry think of Dudley?</i></p> <p>I can say how I would feel if I was in the character's shoes. <i>How would you feel if someone did this to you?</i></p>	<p>I can comment on the choice of language to create moods and build tension. <i>Why does the author use short sentences there? Why has that word got its own paragraph? Which words does the writer use to build tension?</i></p> <p>I can discuss words and phrases that capture the reader's interest and imagination. <i>Which adjectives put pictures in our minds here? Are there any words you can spot which you think are effective?</i></p>	<p>I understand what the writer might be thinking. <i>What does the writer think of eating vegetables? Does the writer want this to happen? How can you tell?</i></p> <p>I can begin to identify and comment on different points of view in the text. <i>What does the narrator want us to think? Does the narrator like this character?</i></p> <p>I can evaluate specific texts with reference to text types. <i>Is this a good action story? Why? Does this feel like a good love story? Does this story have a good ending?</i></p>	<p>I can start to make simple connections between books by the same author. <i>What are Dick King Smith books usually about? What does Roald Dahl like to write about in his children's stories?</i></p> <p>I can start to recognise some features of the text that relate to its historical setting or its social or cultural background. <i>How can you tell the story is set in the past? What objects tell you this story is set elsewhere?</i></p> <p>I can retell some of the stories I am familiar with. <i>Fairy stories, Myths and Legends.</i></p>



Year 3 Working at Greater Depth in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read with fluency more challenging texts (including those beyond my chronological age)</p> <p>I can read most words fluently and I attempt to decode any unfamiliar words with increasing speed and skill and draw on a selection of strategies to decode new words.</p> <p>I understand the meaning of new words through contextual clues.</p> <p>I can read independently both aloud and silently.</p> <p>When I read aloud, I can select a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience.</p> <p>I can apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>I can read further Y3/4 exception words, noting the unusual correspondence between spelling and sound where these occur in the word.</p>	<p>I can use a dictionary to check the meaning of words I have read.</p> <p>I can show an awareness of other organisational devices that will help to locate and retrieve information from non-fiction.</p>	<p>I can justify inferences, deductions and predictions with evidence from the text.</p>	<p>I have begun to identify how language, structure and presentation contribute to meaning of the text.</p> <p>I can discuss vocabulary used by the author to create effect.</p> <p>I can use appropriate terminology when discussing texts (e.g. plot, character, setting).</p>	<p>I have developed a positive attitude to reading and understand what I have read.</p> <p>I can compare and contrast across different texts, justifying similarities and differences.</p> <p>I can identify the main ideas drawn from more than one paragraph and summarise these.</p> <p>I can use all the organisational devices available within non-fiction text to retrieve, record and discuss information.</p>	<p>I can read from a broader range of genres, authors and texts from different periods in time.</p> <p>I can show preferences within a wider range of texts, genres and authors and justify my preferences.</p> <p>I can recognise and discuss some different forms of poetry e.g. free verse, narrative poetry.</p>



Year 4 Working Towards National Standard in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can generally, read fluently, decoding most new words which are outside everyday spoken language.</p> <p>I can read longer words with support and test out different pronunciations using my phonic knowledge.</p> <p>I can use my knowledge of root words and <u>prefixes</u>, to help me read aloud.</p> <p>I can use my knowledge of root words and <u>suffixes</u> to help me read aloud.</p> <p>I can use a dictionary to check the meaning of words I have read.</p> <p>I am beginning to read further Y3/4 exception words.</p>	<p>I am developing a positive attitude to reading and understand what I have read.</p> <p>I can read accurately and at a speed that is sufficient to focus on understanding what I have read rather than on decoding individual words.</p> <p>I can check that the text makes sense and talk about my understanding and explaining the meaning of words in context.</p> <p>I can read with an awareness of the audience e.g. I can change my intonation, or volume or pace, or re-read passages of text to ensure I understand it.</p>	<p>I can predict what might happen from details stated and implied.</p> <p>I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>I can recognise and discuss the different features of a variety of texts e.g. headlines in newspaper articles, address in letters and headings in report writing.</p> <p>I can use appropriate terminology when discussing texts (plot, character, setting).</p> <p>With support, I can talk about authors' choice of words and phrases for effect.</p>	<p>I can ask questions to improve my understanding of the text.</p> <p>I can retrieve and record information from non-fiction, using contents pages to locate information.</p> <p>I can read books that are structured in different ways for a range of purposes and participate in discussions about them.</p> <p>I can recognise simple themes across unfamiliar stories such as journey stories or wishing stories etc.</p>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading, re-reading and rehearsing a variety of texts.</p> <p>I can read and re-read a variety of texts, but 'stick' closely to known text types or authors.</p> <p>I know the job of the index page but may need support to use it effectively.</p>



Year 4 Working at National Standard in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read out loud fluently and confidently, using a range of punctuation to create expression. <i>How does the (exclamation mark, inverted commas...etc) help you read this sentence?</i></p> <p>I can use the context of the sentence to help me to read unfamiliar words. <i>Read the rest of the sentence back and see if you can work what that word could mean.</i></p> <p>I can use knowledge of root words, suffixes and prefixes to read and understand new words. <i>Disadvantage Ultimately</i></p>	<p>I can retrieve and record information from non-fiction. <i>What is the text about? What type of text is it?</i></p> <p>I can identify features of different fiction genres. <i>Given that there are spaceships and planets, which genre could this story belong?</i></p> <p>I can compare, contrast and evaluate different non-fiction texts. <i>Why is the text arranged in this way? What features make this book similar to ?</i></p> <p>I can locate and record information using skimming, scanning and text marking. <i>Can you find me some information about Polar explorers?</i></p> <p>I can summarise the main topics drawn from more than one paragraph. <i>What has happened over the course of these two pages? Can you create a timeline of events?</i></p>	<p>I can justify reasons for my opinion using evidence from the text and my own ideas. <i>Do you think the character made the right decision? Why?</i></p> <p>I can put together clues from action, dialogue and description to infer meaning. <i>Can you choose a character and say what they felt/thought/did in response to events? How did the characters actions affect the outcome of the story?</i></p> <p>I can make predictions with evidence from the text and with knowledge of wider reading. <i>What usually happens in this sort of story? Can you find evidence in the text to explain why you think this?</i></p> <p>I can use a dictionary to check the meanings of words. <i>Which of the meanings given is correct?</i></p>	<p>I know how suspense is built up in a story. <i>What does the writer do to create atmosphere? Why are short sentences used here?</i></p> <p>I can find and comment on examples of how authors express different moods, feelings and attitudes. <i>Why does the author use this word? What does the character do to show us how she feels? Which word makes us feel...? Can you find words in the text which help the author create the mood or effect?</i></p> <p>I can recognise the use and effect of patterned language in text. <i>What tools does the writer use to describe the snake? (Slimy, slithering - alliteration.)</i></p>	<p>I understand how the author wants the reader to respond. <i>How does the writer want us to feel? Why has the writer used this particular word?</i></p> <p>I can identify themes and conventions in a wide range of books. <i>What is the genre of this story? How do you know? What is this story about? What is the theme? Are there other stories where there are characters like this?</i></p> <p>I can participate in discussions about fiction, poetry, non-fiction and reference/text books. <i>What happened in the story? Who is telling the story? What was the best bit? Why? Who would you recommend this book to? What are the arguments for/against the subject of this text/story?</i></p>	<p>I can perform plays and poems using actions and expression.</p> <p>I can recognise and recite some different forms of poetry. <i>Free verse and narrative. Did you hear any repeating patterns in this poem? Does the poem tell a story?</i></p> <p>I can make connections between books by the same author. <i>What does Michael Morpurgo usually write about? Do all his stories start this way?</i></p> <p>I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting. <i>Where is this narrator from? How are things different in this country?</i></p> <p>I can confidently retell the stories I have read.</p>



Year 4 Working at Greater Depth in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read a wider range of challenging texts that are above chronological age with fluency and understanding</p> <p>I can apply my knowledge of root words, prefixes and suffixes/word endings (etymology and morphology) to read aloud and to understand the meaning of new words in a text</p> <p>I can show awareness of the audience when reading out loud by selecting a range of appropriate techniques. (e.g. intonation, tone, volume, pace, action)</p>	<p>I can read silently with increasing stamina and appraise the text.</p> <p>I can recognise and recall key landmarks within a story.</p>	<p>I can use inference and deduction to identify the characteristics of more than one character in the story and to comment on the relationship between them.</p> <p>I am beginning to read between the lines.</p> <p>I can justify predictions with evidence from the text.</p>	<p>I can comment on the effectiveness of the author's choice of language.</p> <p>I can compare and contrast a range of writing conventions commenting on their purpose and audience.</p> <p>I can explain the reasoning of organisational devices, including glossaries.</p>	<p>I can retrieve, record and discuss information using all the organisational devices within a non-fiction text, with increasing accuracy and speed.</p> <p>I can record evidence through paraphrasing.</p> <p>I can identify the main ideas drawn from more than one paragraph and summarise these.</p>	<p>I can discuss and compare texts from a wider variety of genres and authors referring to authorial style, or themes (e.g. good vs. evil), features (e.g. greetings in letters, a diary written in the first person or the use of presentational devices such as numbering and headings); deepening their understanding of their culture and wider background.</p> <p>Recognise and discuss some different forms of poetry.</p>



Year 5 Working Towards National Standard in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read most words effortlessly and attempt to decode unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p> <p>I can apply my knowledge of root word prefixes and suffixes/ word endings to read aloud.</p> <p>I can read all Y3/4 exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I am beginning to read Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>I can use dictionaries to check the meaning of words I have read.</p> <p>I can read silently and discuss what I have read.</p> <p>I can read aloud with appropriate intonation, showing awareness of the audience.</p> <p>I can check that the text makes sense, questioning my understanding of the text and unfamiliar words or phrases.</p>	<p>I can draw inferences such as feelings, thoughts and motives from their actions and justify with evidence.</p> <p>I can justify predictions using evidence from the text.</p>	<p>I can recognise and explain structural conventions of common text types (e.g. headlines in newspapers, address in letters, headings in reports).</p> <p>I know the difference between simile and metaphor and can spot the two in writing.</p> <p>I can discuss language used in a variety of texts and explain how the writer has used these to enhance meaning.</p>	<p>I can recommend texts based on personal choice to my peers.</p> <p>I can retrieve and record information from non-fiction texts using contents and index pages.</p> <p>I can identify main ideas drawn from more than one paragraph and summarise these.</p> <p>I can summarise stories in my own words.</p>	<p>I can choose a wider range of texts and books including authors that I may not have previously chosen.</p>

Year 5 Working at National Standard in Reading



Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read age-appropriate books with confidence and fluency (including whole novels). <i>Including: novels, stories, plays, poetry, non-fiction and text books.</i></p> <p>I can read aloud with intonation that shows understanding.</p> <p>I can work out the meaning of words from the context. <i>Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means?</i></p> <p>I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.</p> <p>I can respond to more sophisticated punctuation. <i>Changing voice for direct speech, pausing for embedded clauses.</i></p>	<p>I can retrieve information from non-fiction. <i>What evidence do you have to prove this? Find me three facts about....</i></p> <p>I can summarise main ideas, identifying key details and using quotations for illustration. <i>What is the main idea in each paragraph? Which idea is the most important? Sum up this paragraph.</i></p> <p>I can discuss complex narrative plots. <i>How does this character link to the one in Chapter Two? How does the character change over the course of the book?</i></p> <p>I can compare, contrast and evaluate features of non-fiction texts, such as bullet points, labels and diagrams. <i>Is this an easy way of isolating information? Why did the author choose to use bullet points? How does the page layout encourage you to read on? Why is the text organised like this?</i></p>	<p>I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence. <i>What do you think might happen to the main character and how will they feel about this? What makes you think this?</i></p> <p>I can predict what might happen from details stated and implied. <i>What do you think is going to happen? Based on what you know, how do you think the author will develop the story?</i></p> <p>I can recognise different points of view and make up my own mind about an issue left deliberately vague by the author. <i>Was this the right thing to do? What would you have done in this situation?</i></p> <p>I can draw information from different parts of the text to infer meaning. <i>What decision did the character make early on that they might now regret?</i></p> <p>I can infer a character's moods, thoughts, feelings and attitudes using evidence from the text. <i>How can we tell that Emma is sulking?</i></p>	<p>I can evaluate how authors use language, including figurative language, considering the impact on the reader. <i>How does this title engage the reader? Give examples of the words chosen by the author to describe (a character) - are they effective? Does the author have a viewpoint on...?</i></p> <p>I can identify and describe the styles of individual writers and poets. <i>What does this writer always do that marks them out?</i></p> <p>I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. <i>Is this an effective simile? Why? What writers' tool is being used here? Is it effective? What image does it put in your head?</i></p> <p>I can recognise language features of a range of non-fiction text-types that support understanding. <i>How is the writer trying to persuade us here? Is this the truth or an opinion? How do we know?</i></p>	<p>I am able to talk about themes in a story and recognise thematic links with other texts. <i>Which other stories explore the issue of pride? Will this one end the same way?</i></p> <p>I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts. <i>How many times has the writer mentioned the negative effects of air travel? What is the author trying to make us think? Do we sympathise with the character's viewpoint?</i></p> <p>I can talk about the author's techniques for describing characters, settings and actions. <i>How does the writer let us know what the character is like? What tools do they use? Are the two characters alike: how does the writer show this?</i></p>	<p>I can make comparisons within and across books. How do these books deal with the same theme? <i>Do the approaches of the author differ? What can you say about the viewpoint of the authors?</i></p> <p>I can compare the openings of a particular novels <i>How is this similar to...? (The setting, character traits, vocabulary and layout.) Which other stories start with flashbacks/dreams... Is this as good as...? Which is better and why?</i></p> <p>I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. <i>Do you think the story is a bit old-fashioned? Is this story still relevant?</i></p> <p>I understand that texts reflect the time and culture in which they were written. <i>Why is Treasure Island difficult to follow sometimes? What is happening to the children here that we no longer accept?</i></p>



Year 5 Working at Greater Depth in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read a wider range of challenging texts that are above chronological age with fluency and understanding.</p> <p>I can decode any unfamiliar words with increasing automaticity and recognise their meaning through contextual cues</p> <p>I have a deeper understanding of morphology and etymology</p> <p>I show awareness of the audience when reading out loud, using a range of devices for effect.</p>	<p>I can make comparisons across more than one text, comparing characters, settings and themes.</p> <p>I can distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>I can recognise themes in what I have read, such as loss or heroism.</p>	<p>I can draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence.</p> <p>I can make predictions based on details stated and implied with evidence from the text.</p>	<p>I can evaluate the use of figurative language and explain how it has created an effect and impact on the reader.</p>	<p>I can recommend texts based on personal choice, giving reasons for these choices.</p> <p>I can make notes when analysing texts, including précising paragraphs.</p> <p>I can navigate and efficiently retrieve a variety of information from a range of fiction and nonfiction sources.</p> <p>I can show empathy towards a character and justify reasons for their actions or opinions.</p>	<p>I actively engage with a wide variety of genres. Identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences.</p> <p>I participate in discussions about books that are read to me and those I read to myself, building on my own and others' ideas and challenging views courteously.</p> <p>I can read for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>

Year 6 Working Towards National Standard in Reading



Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read fluently, confidently and independently using strategies to work out any unfamiliar word.</p> <p>I can decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the words I meet in texts.</p> <p>I can show awareness of the audience when reading aloud texts, plays and reciting poetry, using appropriate intonation, tone and volume.</p>	<p>I can distinguish independently between statements of fact and opinion and with support spot examples in a given text.</p>	<p>I can draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence.</p> <p>I can make predictions based on details stated and implied with evidence from the text.</p>	<p>I can spot certain conventions and certain text types including language and structure such as the use of the first person in writing diaries and autobiographies.</p> <p>I can use technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.</p> <p>I know what is meant by figurative language.</p> <p>I can discuss vocabulary used by the author to create effect.</p>	<p>I see reading as a pleasurable activity.</p> <p>I participate in discussions about books that are read to me and those I read for myself.</p> <p>I can recommend books too others based on my own reading preferences.</p> <p>I can summarise the main ideas drawn from given texts.</p> <p>I can efficiently retrieve information from non-fiction texts using contents pages, indexes recording and make notes.</p>	<p>I can read a wide range of genres, identifying the characteristics of text types and differences between text types, recognising themes within texts (e.g. loss or heroism); and comparing characters, settings, and other aspects within texts.</p>

Year 6 Working at National Standard in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can use my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words that I meet.</p> <p>I can cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary. <i>Hard cheese, buster, dontcha,</i></p> <p>I can verbalise adverbial phrases as signposts to indicate a change in tone. <i>On the darker side of the mountain...</i></p> <p>I can read age-appropriate books with confidence and fluency (including whole novels). <i>Including: novels, stories, plays, poetry, non-fiction and textbooks.</i></p> <p>I can read aloud with intonation that shows understanding.</p> <p>I can work out the meaning of words from the context. <i>Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means?</i></p>	<p>I can discuss how the structural choices support the writer's theme and purpose. <i>Why is there a long character description at the beginning?</i></p> <p>I can discuss how the language choices support the writer's theme and purpose in non-fiction texts <i>Why do you think this order was chosen?</i></p> <p>I can extract and evaluate relevant information from more complex texts. <i>What two viewpoints are explored?</i></p> <p>I can recognise texts that contain features of more than one text type. <i>Is this persuasive or instructive?</i></p> <p>I can distinguish between statements of fact and opinion. <i>What words tell you that it's an opinion/fact?</i></p> <p>I can retrieve information from non-fiction. <i>What evidence do you have to prove this?</i></p> <p>I can summarise main ideas, identifying key details and using quotations for illustration. <i>What happened over the last three pages? You have twenty words:</i></p>	<p>I can uncover different layers of meaning. <i>Is there a hidden meaning?</i></p> <p>I can identify the writer's viewpoint and explain the effect on the reader. <i>What is the writer trying to make us think?</i></p> <p>I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes. <i>How does the writer create atmosphere?</i></p> <p>I can use PEE (Point, Evidence, Explain) to support predictions and inferences.</p> <p>I can identify and comment on explicit and implicit points of view. <i>Is the writer biased? What do you think the writer thinks?</i></p> <p>I can use detailed knowledge of text types to make reasoned predictions and opinions. <i>Usually, what happens in this sort of genre?</i></p> <p>I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence. <i>What do you think might happen to the main character and how will they feel about this? What makes you think this? Why did (a character) behave in this way?</i></p> <p>I can predict what might happen from details stated and implied. <i>What do you think is going to happen? Is the evidence from the text stated or implied?</i></p>	<p>I can analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations. <i>Why do you like RL Stine so much?</i></p> <p>I can compare and contrast the styles of individual writers and poets providing examples. <i>Do you know any similar Wilfred Owen poems?</i></p> <p>I can comment on and explain the writer's use of language features. <i>How does the writer use language to make the poem mimetic? How does personification lift the poem beyond simply describing an eagle? Why has this metaphor been used?</i></p> <p>I know how style and vocabulary are linked to the purpose of the text. <i>Which phrase tells us this is persuasive? Which words here do you think are the most important?</i></p> <p>I can evaluate how authors use language, including figurative language, considering the impact on the reader. <i>How does this title engage the reader? Give examples of the words chosen by the author to describe (a character) - are they effective?</i></p>	<p>I can articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent. <i>How does the ending make you feel? Why? Is it what you expected? Why is the ending of disappointing?</i></p> <p>I can show a confident awareness of the effect of the text, with explanation using my own experiences. <i>Does your personal experience impact on your view about a (subject)? Why might someone else's view be different from your own?</i></p> <p>I can identify and discuss themes and conventions in and across a wide range of writing. <i>Where else would you find this sort of story structure?</i></p> <p>I can identify and describe the key characteristics about a writer's or a poet's style. <i>What is it about Lewis Carroll that characterises his stories?</i></p> <p>I can comment critically on the overall impact of poetry or prose, with reference to the text. <i>Do the red herrings in Hound of the Baskervilles frustrate, tantalise or disrupt the text?</i></p> <p>I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution. <i>Would the story be stronger had the character taken a different course of action?</i></p> <p>I can ask questions to improve my understanding of a text. <i>If you could ask the author a question about the text, what would it be?</i></p>	<p>Through formal presentations and debates, I can explain and discuss my understanding of a text. <i>Can you research this topic/theme independently?</i></p> <p>I can explain the impact of the context on the text.</p> <p>I can confidently perform plays and poems using actions and expression.</p> <p>I can confidently recite a wide range of poetry by heart.</p> <p>I am beginning to evaluate texts by comparing how different sources treat the same information. <i>Which poem is more effective?</i></p> <p>I can identify themes across a range of texts (social, cultural and historical). <i>What is the theme of this book? How does the author create a sense of heroism?</i></p> <p>I can recommend books to others and give reasons for my choice. <i>Would you recommend the book? Why?</i></p> <p>I understand that texts reflect the time and culture in which they were written. <i>Why did Dickens write about the poorhouse?</i></p> <p>I can identify different character types across a range of texts. <i>What sort of character is this: the urchin, the villain, the despot?</i></p> <p>I can make comparisons within and across books. <i>How do these books deal with the same theme?</i></p>

Year 6 Working at Greater Depth in Reading



Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read a wider range of challenging texts that are above chronological age with fluency and understanding.</p> <p>I can decode any unfamiliar words with increasing automaticity and recognise their meaning through contextual cues.</p> <p>I can show a deeper understanding of morphology and etymology.</p> <p>I can confidently perform given texts, including poems, using a wide range of devices to engage the audience and for effect.</p>	<p>I can consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters).</p> <p>I can compare characters, settings and themes within a text and across more than one text.</p> <p>I can compare and contrast across a broad range of texts, drawing on evidence from the text.</p>	<p>I can draw inferences based on indirect clues and justify my thinking.</p> <p>I can discuss how characters change and develop through texts by drawing inferences on indirect clues.</p>	<p>I can compare language, structure and presentation across texts and debate which is the most effective.</p> <p>I can categorise texts according to given criterion, including key themes and conventions.</p> <p>I can analyse the use of figurative language, including how it is used for effect.</p>	<p>I can analyse texts and draw out key information to support my own research.</p> <p>I can give counter-arguments to an alternative viewpoint, based on evidence from the text.</p> <p>I can challenge key ideas within a text.</p> <p>I can summarise the main ideas of text drawing out key information.</p> <p>I can recommend authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice.</p>	<p>I can read for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>I can read extended texts, including novels, examining how characters change and develop.</p>