

## Vocabulary

I can identify and discuss the meanings of words in context. I think 'generous' means kind because he gave his money away.

I can identify words and phrases that capture the readers interest.

I can identify words and phrases that contribute to the meaning of the text.

I can use age-appropriate dictionaries to check the meanings of words.

I can identify the language features of non-fiction in relation to the text type.

## Word Reading

I can read my year group key words.

I can read words that fit my year group spelling patterns.

I can apply my knowledge of root words, prefixes and suffixes to read aloud.

## Response

### Find and Explain:

I can use contents and subheadings to locate relevant information.

I can use scanning to locate pieces of information.

I can use skimming to locate main ideas in the text.

I can make notes from one source to record key information about a topic.

### Summarise:

I can identify and summarise the main idea within a paragraph or section. This paragraph is about how Harry is feeling.

### Infer:

I can draw inferences about characters thoughts and actions.

I can justify inferences with a single piece of evidence from the text to support one specific point.

## Predict:

I can predict what may happen based on what has been stated or implied.

## Question:

I can ask relevant questions to improve my understanding of a text.

I can identify a main topic to research, independently and through shared reading.

## Understand:

I can discuss my understanding of texts that I have read independently and those read to me.

I can express my views and listen to the views of others.

I can identify the over-arching theme of a text. Honesty, loneliness, good overcoming evil.

I can identify the structural conventions of non-fiction in relation to the text type.

I can identify how the structure and presentation of texts contribute to the meaning. Shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'.

## Oral

I can orally retell whole stories/sections of stories.

I can read aloud and perform play scripts, maintaining the audience's interest in the character and plot. **Using stage directions, volume and action**

I can recite poems by heart, using intonation, tone and volume to maintain the interest of the listener.

I can read books that are structured in specific ways and for a range of purposes. **Cartoons (to share plot concisely) chapter books (to provide more detail) and diaries (for viewpoint.)**

## Overarching target:

I can read a wide range of books including fiction, fairy stories, myths and legends, non-fiction, reference books or textbooks and different forms of poetry independently.