Vocabulary

I can evaluate how and why authors use language, shades of meaning and a range of figurative devices.

I can explore the meaning of words in a given context within fiction and non-fiction. 'Flexible' means rubber is a bendy material.

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

Oral

I can recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt my recital.

I can read books that are structured in specific ways and for a range of purpose. Formal/informal and viewpoint.

I can read aloud and perform play scripts, monitoring the audience's interest and change the performance accordingly. Consistent use of intonation, pace and action for the characters and type of play.

Response

Find and Explain:

I can use skimming and scanning to locate information efficiently across a range of sources.

I can explore and use my own techniques to make notes from several sources.

I can refine notes by disregarding irrelevant information.

I can use notes to support presentations and debates.

Summarise:

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Infer:

I can draw inferences from within the text about themes and characters' and authors' viewpoints.

I can justify inferences and views with a variety of references across the text.

Predict:

I can predict what may happened based on understanding of the content and the themes within the text.

Understand:

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

I can explain and develop my own views and build effectively on those of others.

I can identify the structural conventions fore the full range of non-fiction.

I can identify how the structure and presentation of texts contribute to the meaning.

Question:

I can independently devise key questions and identify themes to research.

I can ask relevant questions to improve wiser understanding of a text, topic or theme. What was it like to be a child in Victorian times? Why has the author used lots of short sentences?

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Compare:

I can distinguish between fact and opinion.	
I can identify an authors treatment of the same theme across one or several of their books/poems.	
I can compare and contrast within and across texts. Character/different accounts of the same event.	

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.	

Overarching target:

I can read a wide range of modern fiction, fiction from our literary heritage and from other cultures and traditions, non-fictions and different forms of poetry.

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