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 different contexts within fiction and non-fiction. 'Flexible' means he was prepared to compromise/means it was bendy.

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

Oral

I can read aloud and perform play scripts, refining my performance.

I can recite poems by heart (intonation, tone and volume) to emphasis key elements and provoke a response.

I can read books that are structured in specific ways and for a range of purposes

Response

Find and Explain:

I can make choices about the most efficient techniques (including skimming and scanning) to gather information selectively and precisely from several sources.

I can refine notes by disregarding unreliable information.

I can use notes to support presentations and debates.

Summarise:

I can summarise ideas, events and information throughout a text and across texts.

Infer:

I can draw inferences from a range of texts about characters' viewpoints, authors' viewpoints and themes.

I can justify my inferences and views by using a variety of references from different texts taking into consideration their reliability.

Predict:

I can use my knowledge of content and themes to predict what may happen.

Understand:

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

I can explain my own views and challenge the views of others.

I can identify how the same theme is represented across texts.

I can identify how multiple themes are presented in longer narratives.

I can identify the structure and features of non-fiction in relation to the full range of text types.

I can identify how the structure and presentation of texts (including narrative) contributes to the meaning.

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Question:

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

I can use my knowledge of social and cultural issues to ask specific questions to develop my understanding of a text, topic or theme. E.g. Why did Dickens write so often about the rich and the poor?

Compare:

I can distinguish between fact, opinion and bias.

I can explain my thinking through making references and comparing key details.

I can compare and contrast within and across texts. Character/different accounts of the same event/different viewpoints.

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.

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