

A Year 3 Reader

Word Reading

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

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

I read a range of fiction, poetry, plays, and non-fiction texts.

I can discuss the texts that I read.

I can read aloud and independently, taking turns and listening to others.

I can explain how non-fiction books are structured in different ways and can use them effectively.

I can describe some of the different types of fiction books.

I can ask relevant questions to get a better understanding of a text.

I can predict what might happen based on the details I have read.

I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.

I can use a dictionary to check the meaning of unfamiliar words.

I can identify the main point of a text.

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

I can use non-fiction texts to retrieve information.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 3: Reading at Greater Depth

I am an avid reader who finds every opportunity to read additional material other than what is provided for me.

I am beginning to develop a preference for certain types of texts and authors.

I talk with confidence about stories I have read and can ask and answer questions related to the story.

I am confident in predicting what may happen next and use the text I have read so far to help me predict.

I can make a picture in my head about the characters and settings I read about.

I note with increasing interest the way authors use a variety of techniques and strategies to develop characters and the relationship between them.

When reading aloud, I take account of the punctuation in the text.

I am keen to find out more about the background setting of the book I am reading, ie, historical time or another country.

I can work out how authors can persuade and begin to use some of these skills myself.

I am keen to find out more about a poet whose poetry I have read.

A Year 4 Reader

Word Reading

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

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

I know which books to select for specific purposes, especially in relation to science, geography and history learning.

I can use a dictionary to check the meaning of unfamiliar words.

I can discuss and record words and phrases that writers use to engage and impact on the reader.

I can identify some of the literary conventions in different texts.

I can identify the (*simple*) themes in texts.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can explain the meaning of words in context.

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

I can infer meanings and begin to justify them with evidence from the text.

I can predict what might happen from details stated and from the information I have deduced.

I can identify where a writer has used precise word choices for effect to impact on the reader.

I can identify some text type organisational features, for example, narrative, explanation and persuasion.

I can retrieve information from non-fiction texts.

I can build on others' ideas and opinions about a text in discussion.

Exceeding Year 4 Expectations

I talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.

I can talk about why I prefer certain authors and get 'immersed' in my reading.

I locate and use information from a range of sources, both fiction and non-fiction.

I can compare fictional accounts in historical novels with the factual account.

I can appreciate the bias in persuasive writing, including articles and advertisements.

I use inference and deduction to work out the characteristics of different people from a story.

I can skim, scan and organise non-fiction information under different headings.

I refer to the text to support my predictions and opinions.

When reading aloud, I show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.

A Year 5 Reader

Word Reading

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

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can re-read and read ahead to check for meaning.

Comprehension

I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I can identify significant ideas, events and characters; and discuss their significance.

I can recite poems by heart, e.g. narrative verse, haiku.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can use meaning-seeking strategies to explore the meaning of words in context.

I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.

I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.

I can identify grammatical features used by the writer (*rhetorical questions, varied sentence lengths, varied sentence starters, empty words*) to impact on the reader.

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

I can justify inferences with evidence from the text.

I can make predictions from what has been read.

I can summarise the main ideas drawn from a text.

I can identify the effect of the context on a text; for example, historical context or other cultures.

I can identify how language, structure and presentation contribute to the meaning of a text.

I can express a personal point of view about a text, giving reasons.

I can make connections between other similar texts, prior knowledge and experience.

I can compare different versions of texts and talk about their differences and similarities.

I can listen to and build on others' ideas and opinions about a text.

I can present an oral overview or summary of a text.

I can present the author's viewpoint of a text.

I can present a personal point of view based on what has been read.

I can listen to others' personal point of view.
I can explain a personal point of view and give reasons.
I know the difference between fact and opinion.
I can use my knowledge of structure of text type to find key information.
I can use text marking to identify key information in a text.
I can make notes from text marking.

Year 5: Reading at Greater Depth

I can read a range of material and show that I can sustain the reading of longer and more demanding books and poetry.
I choose to read widely for pleasure and for different purposes and do so outside lesson time because I want to.
I can express my own ideas about a text, supporting my ideas with evidence from the text and explaining why the evidence justifies my opinion.
I can compare texts by the same writer, drawing out the similarities and differences and compare and evaluate different books.
I can compare texts by different authors and talk authoritatively about their different styles and techniques.
I can explain why a writer has chosen to use specific organisation and structure within their text and say why it supports its purpose.
I am aware that different narratives and non narrative texts have different levels of formality of language and I can explain the reasons for this.
I make use of effective scanning and text marking to aid succinct summaries of key ideas so that information is identified.
I adapt my own opinion in the light of further reading or others' ideas.
I infer meaning using evidence from the text I am studying, wider reading and personal experience.

A Year 6 Reader

Word Reading

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

I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.

I can read fluently, using punctuation to inform meaning.

Comprehension

I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read books that are structured in different ways.

I can recognise texts that contain features from more than one text type.

I can evaluate how effectively texts are structured and presented.

I can read non-fiction texts to help with my learning.

I read accurately and check that I understand.

I can recommend books to others and give reasons for my recommendation.

I can identify themes in texts.

I can identify and discuss the conventions in different text types.

I can identify the key points in a text.

I can recite a range of poems by heart, e.g. narrative verse, sonnet.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.

I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.

I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.

I can express a personal point of view about a text, giving reasons linked to evidence from texts.

I can raise queries about texts.

I can make connections between other similar texts, prior knowledge and experience and explain the links.

I can compare different versions of texts and explain the differences and similarities.

I listen to others' ideas and opinions about a text.

I can build on others' ideas and opinions about a text in discussion.

I can explain and comment on explicit and implicit points of view.

I can summarise key information from different parts of a text.

I can recognise the writer's point of view and discuss it.

I can present a personal point of view based on what has been read.
I can present a counter-argument in response to others' points of view.
I can provide reasoned justifications for my views.
I can refer to the text to support opinion.
I can distinguish between statements of fact and opinion.
I can find information using skimming to establish the main idea.
I can use scanning to find specific information.
I can text mark to make research efficient and fast.
I can organise information or evidence appropriately.

Year 6: Reading at Greater Depth

I use a combination of skimming, scanning and text marking to find and collate information and I can re-present collated information.
I can draw inferences from subtle clues across a complete text and give a personal response to a range of literature and non-fiction texts.
I can state confidently preferences of text type including genre, justifying my choices.
I can explain how and why a text has an impact on me and identify how characters change during the events of a longer novel.
I can compare and contrast the styles of different writers with evidence and explanation and evaluate the styles of different writers.
I can explain the key features, themes and characters across a text and compare and contrast characters.
I can compare and contrast the language used in two different texts and identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.
I can identify how writers manipulate grammatical features for effect.
I can explain the author's viewpoint in a text and present an alternative point of view.
I can explain the main purpose of a text and summarise it succinctly.