



Word Reading

I can read further exception words, by identifying the unusual links between spelling and sound, and where these occur in the word.

I can apply my growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1 for spelling), both to read aloud and to understand the meaning of new words I meet.

Comprehension

I am becoming familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

I can read books that are structured in different ways and reading for a range of purposes.

I can discuss words and phrases that capture the reader's interest and imagination.

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

I can use a dictionary to check the meaning of words that I have read.

I can identify themes and conventions in a wide range of books.

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

I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.

I can predict what might happen from details that are given in the text, as well as ones that are implied.

I can begin to work out characters' feelings, thoughts and motives from their actions, and justifying my reasons with evidence from the text (drawing inferences).

I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can recognise some different forms of poetry [for example, free verse, narrative poetry].

I can identify how language, structure, and presentation help make meaning clear.

I can identify main ideas taken from more than one paragraph and summarise

I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

I can retrieve and record information from non-fiction.