



Child as a reader

- | | | |
|---|--|--|
| a. Is increasing their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally | | |
| b. Can read for enjoyment and chooses to read (can absorb themselves in a book/text) | | |
| c. Can recognise some different forms of poetry (for example, free verse, narrative poetry) | | |
| d. Can read books that are structured in different ways and comment on their structures | | |
| e. Can read for a range of purposes | | |
| f. Can use a dictionary to check the meaning of words they have read | | |

Word Reading and Decoding

- | | | |
|---|--|--|
| a. Can decode unknown words rapidly and without undue hesitation | | |
| b. Can recognise, read and identify the full range of vowel graphemes | | |
| c. Can recognise, read and identify the full range of consonant graphemes | | |
| d. Can break words into syllables | | |
| e. Can read 200 words at expected level in 5 minutes | | |
| f. Can recognise and read a range of prefixes and use these to construct the meaning of words in context e.g. re..., de..., pre..., non..., mis..., ex..., co..., anti... | | |
| g. Can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g. ...tion, ...ive, ...ic | | |
| h. Can recognise an increasing range of punctuation (. CL ! ? " , ') and use this to add expression and understanding to the text, including the apostrophe for omission | | |
| i. Can use the context of the sentence to help read unfamiliar words | | |



Comprehension (Retrieval)

- | | | |
|---|--|--|
| a. Shows understanding of main points with reference to the text (who, what, where, when, how, why) | | |
| b. Can read closely to obtain specific information e.g. what type of clothes someone was wearing | | |
| c. Can identify, select and highlight key words in a sentence to answer recall questions | | |
| d. Is beginning to scan for a specific purpose e.g. looking for specific information: names of characters etc | | |
| e. Is beginning to skim e.g. to search for adjectives which describe a character | | |
| f. Can recognise and talk about the main differences between fiction and non-fiction texts | | |
| g. Can identify the key features of different text types | | |
| h. Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about.. | | |
| i. Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts | | |

Comprehension (Language in context and choice of language)

- | | | |
|---|--|--|
| a. Can discuss word meanings, linking new meanings to those they already know | | |
| b. Can recognise adjectives, adverbs/simple adverbial phrases and similes | | |
| c. Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught' | | |
| d. Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next | | |
| e. Can collect words from their reading to use in their own writing | | |
| f. Can explain how simple and complex sentences influence meaning | | |



Comprehension (Responding to text)

- | | | |
|---|--|--|
| a. Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed' | | |
| b. Is beginning to identify main ideas drawn from more than one paragraph | | |
| c. Can explain how they think the author wants the reader to respond | | |
| d. Can explain what the writer might be thinking - 'He thinks they are being mean' | | |
| e. Is beginning to identify and comment on different points of view in the text | | |
| f. Can simply evaluate specific texts with reference to text type e.g. these are good instructions because... | | |

Comprehension (Themes and Conventions)

- | | | |
|--|--|--|
| a. Can make simple connections between books by the same author e.g. 'Dick King Smith often writes about animals' | | |
| b. Can recognise some features of the text that relate to its historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what they wore then' or 'Grandpa Chatterji wears a dohti because he comes from India.' | | |

Oracy and Reading

- | | | |
|---|--|--|
| a. Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books | | |
| b. Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say | | |
| c. Can ask questions to improve their understanding of a text | | |
| d. Can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | | |
| e. Can read dialogue with appropriate expression | | |