



Child as a reader

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| a. Gives developed detail in discussion about a range of texts, including personal opinion | | |
| b. Explains different reasons for reading, including for enjoyment | | |
| c. Perseveres with challenging texts | | |
| d. Can read and discuss the construction and meaning of different types of poetry | | |
| e. Can compare and evaluate different texts against their intended purpose | | |

Word Reading and Decoding

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| a. Reads with fluency and stamina | | |
| b. Can use a range of strategies to decode unfamiliar words without impacting on overall fluency | | |
| c. Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum | | |
| d. Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum | | |
| e. Explains how punctuation and sentence construction is used to enhance meaning | | |
| f. Uses knowledge of vocabulary and context to give meaning to new language | | |



Comprehension (Retrieval)

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| a. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text | | |
| b. Identify explicit details from the text, showing exactly where in the text they found the information | | |
| c. Is able to skim whole texts to answer recall questions | | |
| d. Is able to scan whole texts to answer recall questions | | |
| e. Can identify the text type according to key features | | |
| f. Recognises common themes/styles in texts written by the same author | | |
| g. Comments on the impact of organisational and presentational features of a text | | |

Comprehension (Making inferences)

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| a. Gives feasible, reasoned predictions based on evidence | | |
| b. Explains isolated events from a text, in the context of the whole narrative | | |
| c. Can summarise the main points from a whole text | | |
| d. Can prove or disprove simple statements about a character by finding evidence in a text | | |
| e. Begins to use evidence from description, dialogue and action to support their ideas | | |
| f. Can empathise with a character's motives and behaviours | | |



Comprehension (Language in context and choice of language)

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| a. Explains clearly how vocabulary choices affect meaning in a range of text types | | |
| b. Recognises a range of descriptive devices including figurative language | | |
| c. Comments upon language choices/structures of different authors (particularly in poetry) | | |
| d. Confidently uses new language from their own reading experiences in their written and spoken work | | |
| e. Explains the use of sentence structures according to desired effect on the reader | | |

Comprehension (Responding to text)

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| a. Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc | | |
| b. Selects information from across a text to explain or illustrate their ideas | | |
| c. Compares the behaviour and feelings of different characters in a text | | |

Comprehension (Themes and Conventions)

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| a. Identifies key themes and styles in books and extracts by a range of authors | | |
| b. Can explain the importance of cultural or historical settings on how a text is composed | | |

Oracy and Reading

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| a. Makes links between own reading experiences and that of others | | |
| b. Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader | | |
| c. Probes texts deeply through their own questioning and evaluation | | |
| d. Confidently presents texts aloud to a range of audiences | | |
| e. Uses information from the text to direct their presentation of it to others | | |