



Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.

Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.

I can write or give a detailed book review including reasons why I would recommend the book.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.

I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.

I can discuss and compare events, issues and characters within a book.

Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

*I can prepare poems and plays to read aloud and perform.
I can change my voice to make them sound more interesting to listen to and to make the meaning clear.*

Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.

I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context.

Understand what he/she reads by asking questions to improve his/her understanding of complex texts.

I can ask sensible and interesting questions about the texts to help me understand them more.

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.

Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.

I can predict what might happen in increasingly complex texts by using evidence from the text.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

I can talk about how authors use language, including figurative language, and the impact it has on the reader.

Distinguish between statements of fact and opinion.

I can tell the difference between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

I can find and write down facts and information from non-fiction texts.

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.

I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.

Word Reading

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.

I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

