



## Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, both to read aloud and to understand the meaning of new words he/she meets, with reference to English Appendix 1.

*I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.*

Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.

*I can read and decode further exception words accurately, including words that do not follow spelling patterns.*

## Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

*I can show that I enjoy reading by reading a 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 reading for a range of purposes.

*I can show that I enjoy reading by reading lots of different types of books and for different reasons.*

Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.

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

Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

*I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.*

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.

*I can discuss words and phrases that excite me in the books that I read.*

Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.

*I can discuss different types of poetry e.g. free verse and narrative poetry.*

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

*I can check what I have read, and that I have understood it, by telling someone else what has happened.*

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

*I can ask questions about what I have read to help me understand a complicated text.*

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

*I can tell from what I have read how a character is feeling and thinking and why they carry out an action. I can show you the parts of the text that tell me this.*

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

*I can predict what will happen in a text, using details I have already read to help me.*

Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.

*I can summarise what has happened in a text, using themes from paragraphs to help me.*

Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.

*I can understand how the use of words in a text, how it is set out and its presentation add to its meaning.*

Retrieve and record information from non-fiction over a wide range of subjects.

*I can find and record information from non-fiction texts over a wide range of subjects.*

Participate in clear reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

*I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others.*

## Spoken Language

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

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

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

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

Discuss words and increasingly complex phrases that capture the reader's interest and imagination.

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

Ask reasoned questions to improve his/her understanding of a text.

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

Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

*I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.*

Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures with reference to English Appendix 2.

*I can make up and repeat sentences aloud (including conversations) increasing my vocabulary and my knowledge of sentence structure.*

Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

*I can read aloud my own writing, to a group or the whole class, using the tone and volume of my voice so that the meaning is clear.*

Describe positions on a 2-D grid as coordinates in the first quadrant.

*I can describe positions on a 2-D grid using positive coordinates.*

Describe movements between positions as translations of a given unit to the left/right and up/down.

*I can describe movements between positions as translations of a given unit to the left/right and up/down.*

Ask relevant questions with reasoning and use different types of scientific enquiries to answer them.

*I can ask relevant questions with reasoning and use different types of scientific enquiries to answer them.*

Make a clear and reasoned report on findings from scientific enquiries.

*I can make a clear and reasoned report on findings from scientific enquiries.*

Use relevant scientific language to discuss his/her ideas with reasoning, and communicate findings in ways that are appropriate for different audiences.

*I can use relevant scientific language to discuss my ideas with reasoning, and communicate findings in ways that are appropriate for different audiences.*

