



Word Reading

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

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books.

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

Understand what he/she reads independently 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 independently 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 independently 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 independently 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 independently 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 independently 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 (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.

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.

