



# Reading — I can Statements

# 5

Assessment group (\* focus child):

Highlight secure statements only    autumn term = orange    spring term = green    summer term= yellow

I am starting to check that a book makes sense by discussing my understanding and exploring the meaning of words in context	I can identify examples of where the author's choice of language has been used to create a particular effect	I can discuss and evaluate an author's use of language, including figurative language using the correct terms e.g. imagery, style, effect, analogy	I can identify similarities and differences between texts e.g. narrative conventions in traditional tales or stories from different cultures
I use my knowledge of root words, prefixes and suffixes to read aloud and understand new words	I can talk about how a writer has presented an issue or point of view in fiction and non-fiction	I can explain and discuss my understanding of what I have read through close reference to the text	I can identify and discuss themes and conventions across a wide range of writing
I can recognise words with common roots e.g. sign, signature, signal	I can identify and comment upon structural choices a writer has made e.g. he describes the accident first, then goes back to tell you why the child was on the road	I can give reasons for my views about a book, poem or text that I have read, supporting them with a quotation	I can recommend books that I have enjoyed reading to my peers giving examples from the book and quotes from the text to show why I liked it
I can hypothesise about the meaning of a word from a familiar part e.g. root, suffix, prefix	I can explain the differences between statements of fact and opinions	I understand and can use grammatical terms correctly when discussing texts e.g. punctuation, syllable	I can read books that are structured in different ways for a range of purposes
I can use a range of strategies to read texts with fluency, understanding and expression (phonic knowledge, grammatical awareness, contextual understanding, etc.	I can select, record and present relevant facts and the main points of information from non-fiction texts	I can make simple comments about the overall effect an author's language has on the reader e.g. the way she describes him as a rat makes you think he is disgusting	I can compare similarities and differences across books with some explanation
I can use a range of sources to look up new words including dictionaries, a thesaurus, glossaries and ICT	I am starting to ask questions independently to improve my understanding and explore ideas	I can show that I have understood my reading through formal presentations and debates maintaining focus on the topic, using notes if necessary	I can say a wide variety of texts and authors I like reading the best and give reasons e.g. traditional tales, science fiction, humorous stories
I can read and understand words which are often confused e.g. allusion/illusion	I can deduce, infer and interpret characters' feelings, thoughts and motives from what they say and do	I can comment upon the effect that a reader's or writer's context has on the meaning of texts e.g. Historical context	I enjoy reading a variety of poetry and can explain what I like about a poem
I can read and understand a range of homophones e.g. allowed, aloud	I predict what might happen next from details stated or implied using the text to give reasons for my prediction	I can explain how punctuation, word order, and conjunctions shape the meaning and impact of sentences I have read	I can confidently read and recite poems and plays aloud, paying attention to intonation, tone, volume and action
I can sustain independent reading of an age-appropriate book for 15 minutes and show that I have understood what I have read	I can summarise the main ideas of a text drawn from more than one paragraph, giving key details to support the main ideas	I can identify and evaluate the overall effect a text has on the reader e.g. persuasion, using evidence to support views	I have learned a wide range of poetry by heart

<b>WORD READING AND COMPREHENSION</b>	<b>COMPREHENSION</b>	<b>DISCUSS, EXPLAIN AND EVALUATE</b>	<b>ATTITUDES TO READING</b>
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Overall Assessment		
Date/judgement:	Date/judgement:	Date/judgement:
<b>WTS</b> (working towards the expected standard); <b>EXS</b> (working at the expected standard); <b>GDS</b> (working at greater depth within the expected standard)		