



Assessment group (* focus child):

Highlight secure statements only

autumn term = orange

spring term = green

summer term = yellow

I can check a book's content makes sense by exploring and discussing meaning of words in context	I can identify examples where the author's choice of language has been used to create an effect		I make comparisons within and across books on similarities and differences with explanation
I use my knowledge of root words, prefixes and suffixes to understand the meaning of new words	I can talk about how a writer has presented an issue or a point of view in fiction and non-fiction	I can evaluate an author's use of language, including figurative language using the correct terms	I can identify similarities and differences between texts e.g. analysis of different poetry types, themes
I recognise a range of words with common roots e.g. conscience, conscious	I can identify and comment upon structural choices a writer has made	I can comment on the overall effect an author's language has on the reader e.g. the way he describes her like a china cup makes you think she's delicate	I can identify and discuss themes and conventions across a wide range of writing genres
I can hypothesise about the meaning of a word from a familiar part.	I can explain the difference between statements of fact and opinions	I can explain and discuss my understanding of what I have read through close reference to the text	I can recommend books I have enjoyed reading, giving examples and quotes from the text
I can use a range of strategies to read texts with fluency, understanding and expression	I can select, record and present relevant facts and the main points of information from a range of texts	I understand and 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 sources to look up new words including ICT	I can ask questions to improve my understanding and explore ideas	I can show that I have understood my reading through formal presentations and debates using notes when necessary	I can tell you authors and genres that I like reading the best and give reasons
I can read and understand a wide range of words which are often confused	I can deduce, infer and interpret characters' feelings, thoughts and motives from what they say and do using evidence from text	I can explain how punctuation, word order and conjunctions shape the meaning and impact of sentences I have read	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	I can predict what might happen next from details stated or implied, using evidence from the text	I can identify and evaluate the overall effect a text has on the reader e.g. persuasion and explain why	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 and show I have understood what I have read	I can summarise the main ideas of an overall text giving key details to support the main ideas	Participate in discussions about books read and those read for our ourselves, building on others' ideas and challenging views	I have learned some poems by heart
WORD READING	UNDERSTANDING READING	DISCUSS, EXPLAIN, EVALUATE	ATTITUDES TO READING

Overall Assessment

Date/judgement:

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WTS (working towards the expected standard); **EXS** (working at the expected standard);

GDS (working at greater depth within the expected standard)