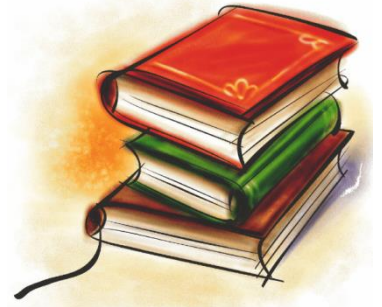




# Reading

Name: \_\_\_\_\_



## *By the end of Year 4...*

|                              |  |  |  |   |
|------------------------------|--|--|--|---|
| <b>Comprehension Targets</b> |  |  |  | *I can <b>infer characters' feelings, thoughts and motives from their actions.</b>                                    |
|                              |  |  |  | *I am beginning to <b>justify my inferences with evidence from the text.</b>  |
|                              |  |  |  | *I can <b>predict</b> what might happen from details stated and implied or what has happened so far.                  |
|                              |  |  |  | I can <b>recall and summarise the main ideas</b> and themes in a range of texts.                                      |
|                              |  |  |  | *I am able to <b>discuss the choice of language</b> in order to create moods and build tension.                       |
|                              |  |  |  | *I can <b>discuss the affect the choice of language has on the reader.</b>  |
|                              |  |  |  | *I am beginning to <b>consider the impact of a descriptive style on a reader.</b>                                     |
|                              |  |  |  | *I can use the title, index, glossary and contents to <b>retrieve information</b> from texts.                         |
|                              |  |  |  | *I can <b>record information</b> from non-fiction, using titles, headings, sub-headings and indexes.                  |
|                              |  |  |  | I can prepare poems and plays for <b>reading aloud and performance.</b>   |
|                              |  |  |  | I can <b>use intonation, tone, volume and action</b> in the plays and poems I read aloud.                             |
|                              |  |  |  | I can <b>identify recurring themes</b> and elements in different stories. E.g. the triumph of good over evil.         |
|                              |  |  |  | I can <b>recognise some different forms of poetry</b> and their form e.g. haiku, limericks, narrative poetry.         |
|                              |  |  |  | I can <b>explain and discuss my ideas</b> about books, maintaining focus of the topic.                                |
|                              |  |  |  | I can <b>recommend books</b> , with reasoning.  |
|                              |  |  |  | I can <b>ask relevant and purposeful questions</b> to improve my understanding of a text.                             |
|                              |  |  | I can <b>check that the text makes sense</b> , discuss my understanding and explaining the <b>meaning of words</b> in context. |   |
|                              |  |  | I can <b>identify how language, structure and presentation contribute to meaning.</b>  |   |
| <b>Decoding Targets</b>      |  |  |  | I can apply my knowledge of <b>root words, prefixes and suffixes</b> to work out the meaning of new words in context. |
|                              |  |  |  | *I can <b>read further exception words</b> and note their spellings.  |