

TARGETS		Achieved
Word Reading		
E	I can read at a reasonable speaking pace.	
E	I can attempt unfamiliar words straight away.	
D	I am developing confidence when reading aloud	
D	I can read some of the CEW on the Y5/6 Word List	
S	I can read aloud with appropriate volume and expression to make the meaning clear for my audience	
S	I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	
S	I can read 50% of the Y5/6 Word List	
S	I can re-read and read ahead to check for meaning.	
Emerging		Developing
Secure		
Comprehension		Achieved
E	I can read longer books with sustained interest.	
E	I can use meaning-seeking strategies to explore the meaning of words in context.	
E	I can summarise the main ideas drawn from a text.	
E	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.	
E	I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.	
E	I can identify significant ideas, events and characters; and discuss their significance.	
E	I can express a personal point of view about a text, giving reasons and listen to others' personal views	
E	I know the difference between fact and opinion.	
D	I can read an increasingly wide range of books.	
D	I can justify inferences with evidence from the text.	
D	I can make predictions from what has been read.	
D	I can use strategies to explore the meaning of idiomatic and figurative language.	
D	I can identify how language, structure and presentation contribute to the meaning of a text.	
D	I can identify the effect of the context on a text; eg, historical context or other cultures.	
D	I can use my knowledge of structure of text type to find key information.	
S	I am familiar with and can talk about a wide range of books and text types, eg myths, legends and traditional stories and books from other cultures and traditions.	
S	I can recite poems by heart, e.g. narrative verse, haiku.	
S	I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.	
S	I can identify and comment on a writer's use of language for effect, for example, precisely chosen adjectives, similes and personification.	
S	I can present the author's viewpoint of a text.	
S	I can make connections between other similar texts, prior knowledge and experience.	
S	I can use text marking to identify key information in a text.	
Emerging		Developing
Secure		