

TARGETS		Achieved
<b>Word Reading</b>		
E	I can read fluently, using punctuation to inform meaning.	
D	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar words.	
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 100% of the Y5/6 Word List.	
S	I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. <u>arachnophobia</u> .	
Emerging		Developing
Secure		
<b>Comprehension</b>		<b>Achieved</b>
E	I can participate actively in discussion about books	
E	I can read books that are structured in different ways.	
E	I can identify the key points in a text.	
E	I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.	
E	I can identify themes in texts.	
E	I can refer to the text to support opinion.	
E	I can distinguish between statements of fact and opinion.	
E	I can find information using skimming to establish the main idea.	
D	I can identify and discuss the conventions in different text types.	
D	I can build on others' ideas and opinions about a text in discussion.	
D	I can recognise the writer's point of view and discuss it.	
D	I can present a personal point of view based on what has been read, giving reasons linked to evidence from texts.	
D	I can use scanning to find specific information.	
D	I can text mark to make research efficient and fast.	
D	I can recommend books to others and give reasons for my recommendation.	
D	I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
S	I am familiar with and can talk about a wide range of books and text types, (myths, legends, traditional stories. books from other cultures and traditions.) I can discuss their features.	
S	I can make connections between other similar texts, prior knowledge and experience and explain the links.	
S	I can evaluate how effectively texts are structured and presented.	
S	I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.	
S	I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.	
S	I can compare different versions of texts and explain the differences and similarities.	
S	I can present a counter-argument in response to others' points of view.	
S	I can recite a range of poems by heart, e.g. narrative verse, sonnet.	
Emerging		Developing
Secure		