



## Word Reading

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, to including dis-, mis-, in-, il-, im-, ir-, -ly, with reference to English Appendix 1.

*I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.*

**Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.**

*I can read further exception words including words that do not follow spelling patterns.*

## Comprehension

**Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.**

*I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.

*I can show that I enjoy reading by reading lots of different types of books.*

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.

*I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.*

**Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.**

*I can tell you what a book that I am reading is about.*

Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.

*I can read aloud poems and performing play scripts.*

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.

*I can discuss words in the books that I read that excite me.*

Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.

*I can understand what I have read, checking that it makes sense by talking to others about it.*

Understand what he/she reads by asking questions to improve his/her understanding of a text.

*I can ask questions about the texts that I have read to help me understand them.*

**Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.**

*I can work out what a character in a book is feeling by the actions they take and can explain how I know.*

**Understand what he/she reads by predicting what might happen from details stated.**

*I can predict what might happen from clues in what I have read.*

Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.

*I can tell someone about the main ideas in a paragraph.*

Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.

*I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.*

Retrieve and record information from non-fiction.

*I can use non-fiction texts to find out information on a subject.*

Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

*I can talk about books and poems and I can take turns in telling people about them.*

## Spoken Language

Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.

*I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.*

Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.

*I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.*

