	Decoder	Comprehension Digger	Reading Detective	Language Lover	Responder	Big Reader
Greater Depth		C11 I can identify the features of different text types. C10 I can use a range of organisational features to locate information: labels, diagrams and charts. C9 I can use alphabetically ordered texts to find information. Contents, Index, Encyclopaedia.	RD14 I can justify inferences with evidence from the text. Inferring a characters feelings, thoughts and motives from their actions. RD13 I can justify predictions with evidence from the text. He was feeling bullied at the start and I think he will overcome his aggressors. RD12 I can comment on how characters relate to one another.	L12 I can comment on the choice of language to create moods and build tension. Crept lets you know he was quiet, but also that he was going slowly because he did not want to get caught. L11 I can discuss words and phrases that capture the reader's interest and imagination. There are lots of adjectives; sentences are quite short; there is alliteration. Why?	R9 I understand what the writer might be thinking. He thinks they are being mean.	B8 I can start to make simple connections between books by the same author. Dick King-Smith often writes about animals.
Expected	D15 I can read out loud fluently and confidently, understanding how to use a range of punctuation. D14 I can use the context of the sentence to help me to read unfamiliar words. D13 I can use knowledge of root words, suffixes and prefixes to read and understand new words. D12 I can read out loud confidently, fluently and without hesitation. Using commas, question marks and exclamation marks to vary expression. D11 I can self-correct when I have read a sentence incorrectly or don't understand the meaning. D10 I can use a range of decoding strategies.	C8 I can decide how useful a non-fiction text is for the purpose. How clear are the instructions? C7 I can find the answers to questions in non-fiction, stories and poems using evidence from the text. How a character is feeling; what's happened in a story; how something works. C6 I can re-tell a story, referring to most of the key events, settings and characters. Both familiar (Fairy Stories and Traditional Tales) and unfamiliar stories.	RD11 I can say how I would feel if I was in the character's shoes. RD10 I can recognise key themes and ideas within a text. Heroism, character journeys. RD9 I can make simple inferences about thoughts and feelings of characters. RD8 I can make simple inferences about a character's actions and speech. Reasons for acting in a certain way. RD7 I can make predictions based on reading of other books by the author and my own experiences. RD6 I can use contents and index to locate information.	L10 I can discuss and clarify the meaning of words, linking new meanings to known vocabulary. L9 I can identify how vocabulary choice affects meaning. Crept lets you know that he is trying to be quiet. L8 I can identify and comment on vocabulary and literary features. All fairy tales start with Once upon a time… L7 I can discuss my favourite words and phrases. L1 I can learn new vocabulary and understand it with the help of context and an adult.	R6 I understand why a writer has written a text. She wants you to know how to make a kite. R5 I can make choices about which texts to read, based on prior reading experience. R4 I can participate in discussion about books, poems and other works that are read to me and those that I read for myself. Asking and answering questions about a text.	B6 I can retell some of the stories I am familiar with. Fairy stories, Myths and Legends B5 I can recite some poems, learnt by heart, using the correct intonation. B4 I can relate what I read to my own experiences. B3 I am aware that books are set in different times and places.

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