



	Decoder	Comprehension Digger	Reading Detective	Language Lover	Responder	Big Reader
Greater Depth	D16 I can read out loud fluently and confidently, using a range of punctuation to create expression.		RD19 I can infer a character's moods, thoughts, feelings and attitudes using evidence from the text. RD18 I can justify reasons for my opinion using evidence from the text and my own ideas. <i>I like the way the writer uses description to give us an illustration of the island before the characters arrive. It unsettles you.</i> RD17 I can put together clues from action, dialogue and description to infer meaning. <i>The footprints were large, like those of the astronaut, so he is probably the culprit.</i>	L15 I know how suspense is built up in a story, including the development of the plot. <i>He uses short sentences to increase the pace and tension.</i> L14 I can find and comment on examples of how authors express different moods, feelings and attitudes.	R12 I understand how the author wants the reader to respond. R11 I can identify themes and conventions in a wide range of books. <i>Heroism, morals, quests.</i>	B15 I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. <i>Enid Blyton is old fashioned because children don't talk like that nowadays.</i> B10 I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting. <i>The island sounds really dangerous to us because we have not heard of these creatures.</i>
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.	C12 I can summarise the main topics drawn from more than one paragraph. C15 I can identify features of different fiction genres. <i>Mystery, Science-Fiction, Fantasy</i> C14 I can compare, contrast and evaluate different non-fiction texts. <i>The purpose of this text is to persuade people, whilst this text informs them...</i>  C13 I can locate and record information using skimming, scanning and text marking. C11 I can identify the features of different text types. C10 I can use a range of organisational features to locate information: <i>labels, diagrams and charts.</i>  C9 I can use alphabetically ordered texts to find information. <i>Contents, Index, Encyclopaedia.</i>	RD16 I can make predictions with evidence from the text and with knowledge of wider reading. RD15 I can use a dictionary to check the meanings of words. RD14 I can justify inferences with evidence from the text. <i>Inferring a characters feelings, thoughts and motives from their actions.</i>  RD13 I can justify predictions with evidence from the text. <i>He was feeling bullied at the start and I think he will overcome his aggressors.</i> RD12 I can comment on how characters relate to one another.  RD11 I can say how I would feel if I was in the character's shoes.	L13 I can recognise the use and effect of patterned language in text. <i>The slithering, snakes slipped into the barn, undaunted by the imposing doors.</i> L12 I can comment on the choice of language to create moods and build tension. <i>Crept lets you know he was quiet, but also that he was going slowly because he did not want to get caught.</i>  L11 I can discuss words and phrases that capture the reader's interest and imagination. <i>There are lots of adjectives; sentences are quite short; there is alliteration. Why?</i> L1 I can learn new vocabulary and understand it with the help of context and an adult.	R10 I can participate in discussions about fiction, poetry, non-fiction and reference/text books. <i>Asking and answering questions about a text.</i> R9 I understand what the writer might be thinking. <i>He thinks they are being mean.</i> R8 I can begin to identify and comment on different points of view in the text. <i>The narrator feels differently to the characters.</i>  R7 I can evaluate specific texts with reference to text types.	B11 I can make connections between books by the same author. <i>Michael Morpurgo often starts his stories in the present tense but then goes back in time.</i> B9 I can confidently retell the stories I have read. B13 I can perform plays and poems using actions and expression. <i>Intonation, tone, volume.</i> B12 I can recognise and recite some different forms of poetry. <i>Free verse and narrative.</i> B8 I can start to make simple connections between books by the same author. <i>Dick King-Smith often writes about animals.</i>  B7 I can start to recognise some features of the text that relate to its historical setting or its social or cultural background. <i>The girl was wearing a red flannel petticoat because that is what they wore back then.</i> B6 I can retell some of the stories I am familiar with. <i>Fairy stories, Myths and Legends.</i>

