



	Decoder	Comprehension Digger	Reading Detective	Language Lover	Responder	Big Reader
Greater Depth		<p>C24 I can discuss how the structural choices support the writer's theme and purpose. <i>The text isn't in chronological order. The writer starts off at the end, which is frightening, to create a sense of mystery.</i></p> <p>C23 I can discuss how the language choices support the writer's theme and purpose in non-fiction texts. <i>Persuasive text books. Propaganda.</i></p> <p>C22 I can extract and evaluate relevant information from more complex texts.</p>	<p>RD27 I can uncover different layers of meaning. <i>Analogies.</i></p> <p>RD26 I can identify the writer's viewpoint and explain the effect on the reader. <i>Morality tales and their impact.</i></p>  <p>RD25 I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes.</p>	<p>L22 I can analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations.</p> 	<p>R22 I can articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent. <i>Lord of the Flies ends disappointingly, thanks to a deus ex machina.</i></p>  <p>R21 I can show a confident awareness of the effect of the text, with explanation using my own experiences.</p>	<p>B25 Through formal presentations and debates, I can explain and discuss my understanding of a text. <i>Use notes where necessary.</i></p>  <p>B24 I can explain the impact of the context on the text.</p>
Expected	<p>D23 When reading aloud I can use the appropriate intonation, tone and volume to make the meaning clear to an audience. <i>Plays and poetry.</i></p>  <p>D22 I can read a range of age appropriate texts, including: novels, stories, plays, poetry, non-fiction and text books, fluently and effortlessly.</p>  <p>D21 I can cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary. <i>Hard cheese, buster.</i></p>  <p>D20 I can use connectives as signposts to indicate a change in tone. <i>On the darker side of the mountain...</i></p>	<p>C21 I can recognise texts that contain features of more than one text type.</p>  <p>C20 I can retrieve, record and present information from non-fiction texts. <i>Creating an information table / flow chart after reading.</i></p>  <p>C19 I can distinguish between statements of fact and opinion.</p>  <p>C18 I can confidently summarise the key details that support the main topics drawn from more than one paragraph.</p> 	<p>RD24 I can use PEE (Point, Evidence, Explain) to support predictions and inferences.</p>  <p>RD23 I can identify and comment on explicit and implicit points of view. <i>What the writer's trying to tell us and their bias.</i></p>  <p>RD22 I can use detailed knowledge of text types to make reasoned predictions and opinions.</p> 	<p>L21 I can compare and contrast the styles of individual writers and poets providing examples.</p>  <p>L20 I can comment on and explain the writer's use of language features. <i>The rhythm and rhyme pattern together makes it mimetic, the rhythm of the train; The personification of the eagle gives it a character it wouldn't have outside the poem.</i></p>  <p>L19 I know how style and vocabulary are linked to the purpose of the text. <i>'Obviously, common sense tells us...' in a persuasive letter.</i></p> <p>L1 I can learn new vocabulary and understand it with the help of context and a dictionary.</p>	<p>R20 I can identify and discuss themes and conventions in and across a wide range of writing. <i>Three stories in the anthology end with a 'twist' which is unexpected and surprises the reader.</i></p> <p>R19 I can identify and describe the key characteristics about a writer's or a poet's style. <i>Fairy tale, outlandish style across all Lewis Carrol's writings; Ted Hughes's affinity with nature and birds.</i></p> <p>R18 I can comment critically on the overall impact of poetry or prose, with reference to the text. <i>Hound of the Baskervilles disappoints because of its numerous and unexplained red herrings.</i></p> <p>R17 I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution. <i>If the character had taken a different course of action, the impact would have been stronger.</i></p> <p>R16 I can ask questions to enhance my understanding of a text. <i>What on Earth is an internal combustion engine?</i></p>	<p>B23 I can confidently perform plays and poems using actions and expression. <i>Intonation, tone, volume.</i></p> <p>B22 I can confidently recite a wide range of poetry by heart.</p> <p>B21 I am beginning to evaluate texts by comparing how different sources treat the same information. <i>Compare poems on similar themes.</i></p> <p>B20 I can identify themes across a range of texts (social, cultural and historical). <i>Victorian treatment of children across all text types.</i></p> <p>B19 I can recommend books to others and give reasons for my choice.</p> <p>B18 I understand that texts reflect the time and culture in which they were written. <i>Dickens wanted people to feel bad about the way the poor were treated then.</i></p> <p>B17 I can identify different character types across a range of texts. <i>The urchin, the villain, the despot.</i></p>