



	Decoder	Comprehension Digger	Reading Detective	Language Lover	Responder	Big Reader
Greater Depth	<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>C21 I can recognise texts that contain features of more than one text type.</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>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>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 Carroll'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>B23 I can confidently perform plays and poems using actions and expression. <i>Intonation, tone, volume.</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>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>
Expected	<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>D19 I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.</p>  <p>D18 I can respond to more sophisticated punctuation. <i>e.g. voice for direct and indirect speech.</i></p>  <p>D17 I can work out the pronunciation of homophones, using the context of the sentence.</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>C17 I can discuss complex narrative plots. <i>Pairs of parallel narratives; flashbacks.</i></p>  <p>C16 I can compare, contrast and evaluate features of non-fiction texts, such as bullet points, labels and diagrams.</p>	<p>RD22 I can use detailed knowledge of text types to make reasoned predictions and opinions.</p> <p>RD21 I can recognise different points of view and make up my own mind about an issue left deliberately vague by the author. <i>Discussions/Arguments.</i></p> <p>RD20 I can draw information from different parts of the text to infer meaning. <i>The reason why Bess kills herself in the Highwayman, is because of her loyalty to him and the emptiness of her life without the promise of his return. The news of his death is the reason for her actions and this shapes her future.</i></p> <p>RD19 I can infer a character's moods, thoughts, feelings and attitudes using evidence from the text.</p>	<p>L19 I know how style and vocabulary are linked to the purpose of the text. <i>'Obviously, common sense tells...' in a persuasive letter.</i></p> <p>L18 I can identify and describe the styles of individual writers and poets.</p> <p>L17 I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. <i>Expressive: "How dare you come alone?" Figurative: The iridescent chandelier gleamed majestically in the candlelight. Descriptive: The cottage nestled snugly in the cliff-side. Poetry: The gull's way and the whale's way and the wind's like a whetted knife.</i></p> <p>L16 I can use language features of a range of non-fiction text-types to support understanding. <i>Persuasive rhetoric; arguments.</i></p> <p>L1 I can learn new vocabulary and understand it with the help of context and an adult.</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>R15 I am able to talk about themes in a story and recognise thematic links with other texts. <i>Loneliness, pride, avarice</i></p>  <p>R14 I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts. <i>He has only mentioned the bad points about air travel and ignored the good.</i></p>  <p>R13 I can talk about the author's techniques for describing characters, settings and actions. <i>Appalling is a really good word as it shows how annoyed the writer is.</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>B19 I can recommend books to others and give reasons for my choice.</p> <p>B17 I can identify different character types across a range of texts. <i>The urchin, the villain, the despot.</i></p> <p>B16 I can compare the openings of a particular novel with the beginning of novels read recently. <i>The setting, character traits, vocabulary and layout.</i></p> <p>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></p> <p>B14 I understand that texts reflect the time and culture in which they were written. <i>The type of events illustrated in Treasure Island would be in living memory at the time of publication.</i></p>

